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A MULTI-DIMENSIONAL CLASSIFICATION OF RESEARCH INSTRUMENTS USED IN EDUCATIONAL ADMINISTRATION AT THE UNIVERSITY OF ALBERTA

by

© CHARLES BARRIE THOMPSON

A THESIS
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Multi-Dimensional Classification of Research Instruments Used in Educational Administration at the University of Alberta," submitted by Charles Barrie Thompson in partial fulfilment of the requirements for the degree of Master of Education.

Date. . July 25, 1969

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The writer also wishes to express gratitude to the many classmates who made helpful suggestions.

ABSTRACT

The major concern of this study was to develop a practical multidimensional classification system for test instruments used in the field of social science research. Criteria were selected from literature dealing with research methodology and test construction. The basis of selection for each criterion was that it have universal application to all research instruments together with sufficient sub-categories to differentiate meaningfully among them.

Two hundred fifty-four theses and dissertations, comprising those completed in the Department of Educational Administration at the University of Alberta from the time of its formation in 1956 until December 1968, were examined together with the research instruments associated with them. All source instruments credited by the authors were listed, but only those instruments used for data collection were classified.

Because of the similarity of research instruments used in some studies they were grouped together as one and given an all-inclusive descriptive title where none had been provided by the author. In studies where widely differing instruments were employed or those developed by other authors, they were classified individually. By this procedure redundancy was reduced without loss of essential material.

The information thus obtained was punched or otherwise recorded on specially designed McBee Keysort cards. A file was also established

consisting of copies of the instruments that had been classified. Those instruments used in a single study were grouped, given a common title and placed in a single folder. In instances where grouping was not feasible they were placed in separate folders.

As a result of the application of this classification system, information about test instruments used in research in Educational Administration may be quickly obtained by reference to the appendix of the thesis, the Keysort card deck or the file system. They may be used separately or in combination as each is related to the other.

The McBee Keysort system of information storage and retrieval which was found adequate for present needs will become increasingly unwieldy as information is added and the card deck grows in size. An alternative to this method has been suggested as application of this multi-dimensional classification system is extended.

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CHAPTER I

THE PROJECT AND THE SETTING

Increasingly, an interdisciplinary approach is being taken to the solution of educational problems. Through the collaboration of educators with sociologists, psychologists, economists, political scientists and anthropologists, considerable progress has been made in the field of research methodology. However, a lack of uniformity exists in the terminology used to describe studies that have been undertaken in the various departments, and no adequate means have been developed for transferring information about research instruments from one department to another.

Graduate students in all departments share a common task in that they are required to plan and execute an independent investigation. Once a problem has been selected for study, and relevant literature has been examined, they are often faced with the task of finding an appropriate instrument or instruments which may be used to gather data. There are numerous standardized tests, personality and interest tests, aptitude tests and achievement tests commercially available. The very volume of material on tests and testing poses a problem in the selection of an appropriate instrument. The task could be greatly simplified if a uniform system of classification could be developed and applied to all such instruments. A modest beginning would be the organization for ready reference of the test resources available in theses.

I. THE PROJECT

Statement of the problem. The purposes of this study were: (1) to establish criteria for the classification of test instruments; (2) to apply these criteria in a classification of the test instruments that have been employed in theses in the Department of Educational Administration at the University of Alberta; (3) to transfer this information to "Keysort" cards, so that it may be rendered more readily accessible; and (4) to establish a file system of instruments that have been classified.

Importance of the study. The major reference for critical and objective reviews of most psychological tests is provided by the "Mental Measurement Yearbook," edited by Oscar K. Buros. To date five bound volumes exist in the series: the 1938, 1940, Third, Fourth and Fifth; all are needed for they are essentially non-duplicative. In addition many catalogues are provided by publishers of test instruments. The best guides to test content are the manuals which accompany them. However, communication with the various publishers is time-consuming and the purchase of manuals can involve considerable expense.

The researcher may find that no appropriate instrument is available, in which case he must construct his own. In any event the task could be greatly simplified and much time saved, if the classification system developed in this study and applied to the test instruments already employed in theses of the Department of Educational Administration, was available for use. Through the information retrieval

capabilities of the McBee Keysort system and the file of test instruments, candidates would have immediately at hand a wide range of commercially available test materials for scrutiny. In addition they may note how such materials have been adapted for specific purposes. Finally, the great number of locally prepared measures may provide insight for researchers who are attempting to develop their own instrument.

II. REVIEW OF THE LITERATURE

Much has been written on specific aspects of test construction and their use; but few books provide the necessary overview, together with sufficient detail, to enable an all inclusive system of test classification to be developed. A book which achieves a balance between generality and specificity is that written by Selltiz, Jahoda, Deutch and Cook entitled Research Methods in Social Relations (Revised Edition) 1964.[1] Within the framework which these writers have developed, criteria have been selected for the classification of all types of measures. Each criterion encompasses several categories, one of which should be relevant to most test instruments.

Heavy reliance was placed upon this one source, because it was written with a view toward promoting collaboration between social scientists and those who are to act upon their findings, and deals with

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[1] C. Selltiz, M. Jahoda, M. Deutch, and S. W. Cook, Research Methods in Social Relations (revised edition; New York: Holt, Rinehart, 1959).

measurement techniques and considerations that enter into every step of the research process. The wide use of this book as a text in graduate courses on research methodology and its extensive bibliography make it particularly suited for this project.

CHAPTER II

CRITERIA FOR THE CLASSIFICATION OF TEST INSTRUMENTS

I. PURPOSE

It has been suggested by Selltiz *et al*., that depending upon purpose, research studies may be grouped into three general categories: (1) formulative or exploratory studies, (2) descriptive studies, and (3) studies testing causal hypotheses.[2] Accordingly, the first criterion that will be employed is that of purpose in terms of these three categories.

Formulative or Exploratory Studies

Formulative or exploratory studies have the purpose of formulating a problem for more precise investigation later, or for developing a hypothesis which may be tested in another study. Such investigation serves to increase familiarity with an area, to clarify concepts, establish priorities for further research, and to provide a census of problems regarded as urgent by prople working in a given field.[3] Studies of this kind are only undertaken if little previous work has been done in an area. They are essentially probes into the unknown.

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[2] C. Selltiz, M. Jahoda, M. Deutch, and S. W. Cook, *Research Methods in Social Relations* (revised edition; New York: Holt, Rinehart, 1959), pp. 50-51.

[3] *Ibid*., p. 51.

A technique that may be employed most effectively is the "Experience Survey." Such a survey consists initially of unstructured interviews conducted with recognized practitioners in a field, who have been selected so as to gain a representation of different types of experience. Once the important issues in an area have been pin-pointed, a schedule may be established for a series of highly structured interviews in which conversation is confined to those issues that have been selected for intensive investigation.[4] Supplementary data gathered by direct observation may qualify or help to interpret findings obtained by the interview technique. The decision as to what should be observed will vary with the setting, the purpose, the social behavior, and the frequency and duration of the activity in question. Direct observation is useful only in describing and understanding behavior as it occurs. For obtaining information about past behavior, or private behavior, the interview may have to be supplemented by the questionnaire and/or various projective techniques.

In unformulated areas, where there is little experience to serve as a guide, the use of "Insight Stimulating Examples" may prove helpful.[5] Those involved in a situation, group, or community, may well take for granted and fail to report much that is relevant. For this reason the insight of strangers or newcomers, may point up characteristics of a situation that would otherwise be ignored. Marginal individuals who are moving from one cultural group to another, or are on the periphery

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[4] Ibid., pp. 55-57.

[5] Ibid., p. 59.

of both groups, also have a special vantage point. In addition, the outlook of individuals who represent different positions in the social structure tends to contribute towards a more balanced view of individuals, situations, groups or communities. There are many other sources of special insight available. In general one would seek out individuals or groups for questioning who are not directly involved but are peripheral to the problem area under investigation.[6]

A period of exploratory research may help to provide a basis for judging whether measurement of a given attribute is relevant for a given group. Such research may also help to determine what kinds of data actually bear on a question or constitute adequate indicators of concepts.

Descriptive Studies

According to Selltiz *et al*., descriptive studies include two types of research. They differ from one another in terms of purpose but share similar requirements for research design. The two purposes are:

> (1) to portray accurately the characteristics of a particular individual, situation or group (with or without specific initial hypotheses about the nature of these characteristics); (2) to determine the frequency with which something occurs or with which it is associated with something else (usually, but not always, with a specific initial hypothesis).[7]

The common feature which they share is the careful planning that is necessary to ensure that complete and accurate information is obtained. In each case objectives must be specified with precision so that the

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[6] *Ibid*., pp. 61-63. [7] *Ibid*., p. 50.

data which are collected are relevant and free from bias.[8]

The first type of descriptive study may be concerned, for example, with describing the characteristics of service clubs. The focus may be on the membership; their ages, their racial origin, their occupations and their levels of income. One may study the activities in which service clubs engage; their constitutions, the frequency of meetings, the nature of their projects, the degree of participation of members and many other features.[9]

The second type of descriptive study has been widely used for research that is concerned with estimating the proportion of people in a specific population who have certain attributes, or who behave in a certain way. The researcher may wish to determine the prevalence of blondeness, or the proportion of women who dye their hair. Other studies are concerned with determining whether certain variables are associated. The object may be to test whether there is a relationship between having blue eyes and blondeness. Still other descriptive studies are concerned with prediction.[10]

Since the subject matter of social science research is very complex, a great deal must be known about an area of investigation before a descriptive study is possible. The investigator must be able to define clearly what he wants to measure and must find adequate methods for measuring it.[11] Some of the methods which may be employed are:

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[8] _Ibid_., p. 67. [9] _Ibid_., p. 65.

[10] _Ibid_. [11] _Ibid_., p. 66.

(1) systematic direct observation, (2) participant observation, (3) interview, (4) questionnaires, and (5) analysis of records.[12]

Studies Testing Causal Hypotheses

These studies have as their purpose the determination of the degree of association between variables. As such, they require procedures that will not only reduce bias and increase reliability, but will permit inferences about causality.[13] In studies of this kind the assumption is made that a particular characteristic or occurrence is one of the factors which causes another characteristic or occurrence.

To establish the existence of a causal relationship with absolute certainty is difficult, because in social science there is seldom a simple cause-effect relationship, but rather a multiplicity of determining conditions which together make a given event probable.[14] The researcher then, while alert to any necessary or sufficient conditions which may determine a characteristic or occurrence, is chiefly concerned with contributory or alternative conditions, and the contingencies under which they are effective in causing an event.[15]

Since it is usually impossible to establish directly that a given characteristic or occurrence determines another characteristic or occurrence, either by itself, or in combination with others, we are left in the position of inferring from observed data that a hypothesis is or is not tenable with some specified degree of confidence based on

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[12] *Ibid*., p. 69. [13] *Ibid.*, pp. 50-51.

[14] *Ibid*., p. 80. [15] *Ibid*., p. 82.

probability theory.[16] The more studies that tend to support a given hypothesis, the greater the confidence in its probable correctness, despite the absence of absolute proof.

According to Selltiz *et al*., there are three types of evidence that are commonly used to establish causal inference. These are: (1) evidence of concomitant variation, (2) time order, and (3) evidence ruling out other factors.[17]

Concomitant variation. If two variables occur together or vary together, we may wish to test the hypothesis that one is a contributory condition of the other. Unless an increase in the occurrence of one variable is accompanied by an increase in the occurrence of the other variable, one would ordinarily conclude that the hypothesis is not tenable. Again, each of two variables in a relationship may serve as both cause and as effect of the other term. When two variables function interchangeably as causal factor and as effect the relationship is said to be symmetrical.[18]

Time order. In distinguishing between cause and effect it is useful to establish which of two events came first. While temporal priority is not in itself sufficient grounds for inferring causality, it provides a means of eliminating certain variables as causal factors. One event cannot be considered the cause of another if it occurs after the other event.[19]

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[16] *Ibid*., p. 83. [17] *Ibid*., p. 88. [18] *Ibid*., p. 86. [19] *Ibid*.

Evidence ruling out other factors. In an experiment, certain variables may be held constant, while others may be deliberately varied, in order that the effect of this variation may be studied. These variables which are held constant may then be ruled out as likely determining conditions of the characteristic or occurrence. When an experiment is possible, therefore, it is the most effective method of testing a hypothesis that a particular characteristic or occurrence is one of the factors which causes another characteristic or occurrence. In the most common type of experiment, an "experimental group" is exposed to an assumed causal factor, while a control group is not; the two groups are then compared in terms of the assumed effect.[20]

The experimental design should take into account a number of possible determining conditions other than the experimental variable. Provision must be made to ensure that the two groups do not differ systematically in terms of characteristics or past experience that may be relevant. Insofar as possible, environmental conditions must be the same for the experimental and the control groups. Also, changes associated with maturation and development must be considered, if the experiment extends over a long period of time. In addition, the measurement process itself may affect the outcome if it stimulates interest or causes excitement.[21]

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[20] Ibid., p. 94. [21] Ibid., p. 95.

II. MEASUREMENT AND SCALING

Regardless of whether our research is exploratory or descriptive in nature, or whether it is a study testing some association, experimental procedures can be used to determine the relations among variables. Measurement is possible because there is a certain correspondence between the observed relation among objects and effects on the one hand, and rules of mathematics on the other.[22] Accordingly, the second criterion is that of scales of measurement.

Kinds of Measurement

The degree of precision in measurement that is possible in the social sciences varies with the nature of what is to be measured. The simplest measurement process consists of identifying persons or objects, in terms of the presence of some characteristic or quality and assigning them to a category. If the trait or characteristic can be measured in quantitative terms, they may be arranged in order according to amount. If the persons or objects are ordered on a scale in such a manner that their relative positions indicate relative amounts of a given characteristic, further discrimination is possible. And finally, to measure characteristics in absolute terms, a scale that has a zero point must be used.

A convenient scheme for classifying measurement scales according to level of refinement was developed by Stevens. He defined four kinds

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[22] *Ibid.*, p. 187.

of measurement scales: (1) nominal, (2) ordinal, (3) interval, and (4) ratio. These are descriptive of the empirical operations involved in classifying, rank ordering, and for determining when differences and when ratios between aspects of objects are equal.[23] A brief description of each is given below.

Nominal scales. With a nominal scale, persons, objects or responses are classified and assigned to categories in accordance with some qualitative distinction. The empirical operation is the decision that a given object, individual or response, belongs in a given category or that it does not. Either numbers or letters may be used to identify the categories in such a scale, for there is no empirical relation among the categories that correspond to the mathematical relation between any numbers that may be assigned as labels. Only those statistical techniques appropriate to counting may be employed. The number of cases, the mode, the coefficient of contingency, and the chi-square may be determined.[24]

Ordinal scales. The ordinal scale focuses upon the quantitative difference in some particular characteristic of a person, object or response. Assignment is made to categories that are ordered or ranked in terms of the amount of the attribute. The number of categories

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[23] R. H. Lindeman, Educational Measurement (Glenview, Illinois: Scott Forman and Company 1967), p. 4.

[24] Selltiz, et al., op. cit., pp. 189-90.

depends upon the number of persons, objects or responses, that are recognized as being unique in the amount of the characteristic they possess.[25] The numbers assigned to an ordinal scale represent the order of categories, but not the amount of the characteristic which established them. With ordinal scales we are limited to statements of greater, equal or less; we cannot say how much greater or how much less. Ordinal scales are used to rank categories. The most important mathematical operation that can be applied to ranks is that of correlation.[26]

Interval scales. If precise quantification is possible for a given characteristic of a person, object or response, not only may such measurements be ranked, but we may assign numbers to the scale representing the amount of the characteristic in each category. Sufficient intervals of equal size may then be placed between each number so as to form a continuous scale. The numbers of this scale represent all possible values of the characteristic within the range observed. Since such a scale has no zero point, the arithmetical operations of addition, subtraction, multiplication and division can be used only in respect to differences between scores. Also, the standard deviation of a set of scores can be determined without a knowledge of the absolute level of

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[25] Lindeman, loc. cit.

[26] J. C. Nunnally, Tests and Measurements (New York: McGraw Hill Bool Company Inc., 1959), p. 10.

measurement.[27]

Ratio scales. If the nature of a characteristic of a person, object or response is such that the range of possible measured values extend in rank order with equal intervals from zero, we may form what is known as a ratio scale. All the operations of arithmetic as well as the tools of higher mathematics can be applied to such a scale.[28]

In classifying scales as nominal, ordinal, interval, and ratio, an attempt has been made to specify the limitations and the possibilities of various kinds of measurement. In social science there is concern for human behavior, for the actions, words, judgements, and preferences of people--all of which are open to measurement. While there may be interest in subjective phenomena, until a person does something about his feelings there is nothing to measure. As a result, many affective human traits must be measured indirectly if at all. Because of such limitations, it is important to specify the type of measurement scale which is in use. This will indicate the kinds of mathematical procedures that can legitimately be employed.[29]

Rating Scales

Statistical methods begin and end with numbers and with statements about them.[30] However, most of the characteristics of concern in social

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[27] *Ibid.*, p. 11. [28] *Ibid.* [29] *Ibid.*, p. 12.

[30] C. J. Burke, "Additive Scales and Statistics," cited by W. A. Mehrens and R. L. Ebel (eds.), *Principles of Educational and Psychological Measurement* (Chicago: Rand McNally and Company, 1967), p. 13.

science cannot be measured in absolute terms. Indeed so little precision is possible that most data are appropriate only to ordinal measurement. Rating scales are employed to distinguish among objects or individuals in terms of the degree to which they possess a given characteristic. However, the judgemental nature of such scaling makes them prone to systematic errors. One rather common error of this nature is the "halo effect"; another is the "generosity error"; there is also the "contrast error." An additional source of difficulty may be the frame of reference of the rater. Reliability can be increased by careful training of the raters, but also by careful attention to the construction of the rating scale.[31] As stated by Selltiz:

> One feature is common to all types: the rater places the person or object being rated at some point along a continuum, or in one of an ordered series of categories; a numerical value is attached to the point or the category. Scales differ in the fineness of the distinctions they permit and in the procedures involved in assigning persons or objects to positions.[32]

Although rating scales may be used in direct observation or the interview, they may also be used for self rating in the form of a questionnaire. There are three general types of rating scales. These are: (1) graphic rating scales, (2) itemized rating scales, and (3) comparative rating scales.

Graphic rating scales. In this type of scale, the rating is indicated by placing a check at the appropriate point on a line that runs from one extreme of an attribute to the other. Numbered scale points

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[31] Selltiz, op. cit., p. 351. [32] Ibid., p. 345.

with brief descriptions may be indicated along the line; their function is to serve as a guide to the judge in localizing his rating, rather than providing distinct categories. The graphic scale provides the opportunity for as fine discrimination as may be desired.[33]

Itemized rating scales. With this scale, the rater selects one of a limited number of categories that are ordered in terms of their scale position. The number of possible categories, or scale positions, tends to vary with the nature of the subject under study, but scales of five or seven categories are most frequently employed. When the characteristic being rated can be thought of as extending on either side of a neutral point, the scale usually provides a central neutral point with an equal number of categories on each side.[34]

Comparative rating scales. Unlike the graphic and itemized rating scales, where the rater makes his judgement of the individual without reference to the positions of other individuals or groups, the comparative rating scale is used for making relative judgements. The positions on the rating scale are defined in terms of a given population with known characteristics. A scale may be devised on which it can be indicated whether a person has more of a given attribute than any given percentage of the reference population. By another method, a rater may be asked to indicate whether in some characteristic an individual most closely resembles one of several individuals who have

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[33] *Ibid.*, p. 346.

[34] *Ibid.*, p. 347.

been selected as typical of various positions relevant to some attribute.[35]

Attitude Scales

Another broad technique for registering differences in degree consists of questionnaires constructed in such a way that the total score of an individual's responses places him on a scale. They are used primarily in the field of attitude measurement. In this approach the individual does not directly describe himself in terms of his position on the dimension being examined. Rather, he expresses his agreement or disagreement with a number of statements relative to it. On the basis of these responses, he is assigned a score.

The separate items or questions are usually not of any interest in themselves; the interest is rather in the total score. In selecting items as a basis for forming a scale, two criteria are commonly used. First, the items must elicit responses that are psychologically related to the attitudes being measured. The second criterion requires that the scale differentiate among people who are at different points along the dimension being measured.[36] The way in which a scale discriminates among individuals depends upon the construction of the scale, and the method of scoring. There are five types of attitude scales commonly employed. These are: (1) differential scales, (2) summated scales, (3) cumulative scales, (4) Q sort, and (5) semantic differential scales.

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[35] _Ibid._, p. 350. [36] _Ibid._, p. 357.

Differential scales. Because of the limited utility of ordinal measurement, Thurstone has devised procedures whereby an approximation of interval scales may be used with what would otherwise be considered ordinal data. Three methods are commonly employed to make the fine differentiation between categories necessary in such a scale. These are: (1) the method of pair comparison; (2) the method of equal appearing intervals, and (3) the method of successive intervals. While it is beyond the scope of this paper to describe these methods, in each case equal intervals of a given characteristic are defined in descriptive terms by a group of judges, to form a rating scale, and numerical values are assigned for each position. By means of this scale, one may obtain measures of dispersion of a characteristic, such as the standard deviation and the variance.

The resulting differential scale is a series of statements, usually about twenty; the position of each statement on a scale of favorable-unfavorable attitude toward some object, has been determined by the judge's classification. The subjects, in filling out the questionnaire, are asked to check the two or three items that are closest to their position. The items are usually arranged in random order, rather than in order of their scale value. The mean or median of the scale values of the items checked is interpreted as indicating his position on a scale of favorable-unfavorable attitude.[37]

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[37] *Ibid*., pp. 359-65.

Summated scales. The most common type of summated scale is that devised by Likert. In such a scale the subjects are asked to respond to each item of a questionnaire, in terms of several degrees of agreement or disagreement; for example: (1) strongly approve, (2) approve, (3) undecided, (4) disapprove, and (5) strongly disapprove.

This attitude scale makes no pretense of being anything but ordinal. Only statements that are definitely favorable or unfavorable to the object are used, and the respondent indicates the degree in which he agrees or disagrees with the item. Each response is given a numerical score indicating its favorableness or unfavorableness; often favorable responses are scored plus, unfavorable responses minus. The algebraic summation of the scores on each item gives the total score, which is interpreted as representing some position on a scale of favorable-unfavorable attitude.[38]

Cumulative scales. In this scale the respondent indicates agreement or disagreement with items which are related to one another, such, that to respond favorably to one item should predispose the subject to respond favorably to each item before it. Thus, all individuals who answer a given item favorably, should have a higher score than those who answer the item unfavorably. Sometimes the items in the scale are arranged in order of favorableness: sometimes they are randomly arranged. Ordinarily no attempt is made to determine whether the intervals between items are equal, so that in practice cumulative scales

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[38] Ibid., pp. 366-69.

are ordinal scales.[39]

Q sort. This technique consists of giving the subject a quantity of cards, which he is directed to sort into a number of piles--usually nine or eleven--according to some criteria. On the face of each card there is a statement relevant to the topic. The subject registers the amount of agreement or disagreement with the statement by his placement of the cards. The pattern which they form constitutes the data which must be analyzed. To simplify statistical analysis, the number of cards which must be placed in a given pile is specified in such a way that the sort forms a roughly normal distribution. In scoring, the data may be summarized as in a summated scale, to yield a total score, representing a position on the dimension being investigated.[40]

Semantic differential scales. These scales are used to measure the meaning of an object to an individual. The respondent is asked to rate a given concept on a series of seven point bi-polar rating scales. As suggested by Selltiz:

> Any concept--whether it is a political issue, a person, an institution, a work of art--can be rated. The seven point scale includes such bi-polar scales as the following: (a) fair-unfair, clean-dirty, good-bad, valuable-worthless; (b) large-small, strong-weak, heavy-light; (c) active-passive, fast-slow, hot-cold.[41]

The responses may be used to determine whether two concepts are considered alike or different, by comparing the responses to each of the seven scales. This may be done by drawing lines between the points

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[39] Ibid., pp. 370-71. [40] Ibid., pp. 378-80. [41] Ibid., p. 380.

checked on each of the scales, to form "profiles" for a given concept.

Another method of interpretation involves the summation of the responses for each sub-group to yield scores, which can then be interpreted as indicating the individual's position on three underlying dimensions of attitude toward the object being rated. These dimensions are: (1) the individual's evaluation of the object or concept being rated, (2) the individual's conception of the power of the object or concept, and (3) his perception of the activity of the object or concept.

Osgood suggests that the semantic differential scales make possible the measurement and comparison of various objects by diverse subjects; they imply that the measuring instrument is not grossly affected by the nature of the object being measured or by the type of person using the scale.[42]

III. VALIDITY

Before measurement can take place, the characteristic or occurrence to be measured must be clearly identified, and means devised to accomplish it. This is often difficult because of the complexity of social situations in which innumerable factors combine to affect both the characteristics being measured, and the process of measurement itself. The investigator must attempt to keep constant those variables that can be controlled, and hope that the variation of uncontrollable factors will serve to cancel out the effect of one upon the other.[43]

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[42] Ibid., p. 381.

[43] Ibid., p. 149.

A test instrument has validity to the degree that it measures what it is intended to measure. The scores achieved are valid if they reflect true differences among individuals, groups, or situations in the characteristic being measured rather than constant or random error.[44] In the absence of other evidence it is impossible to know whether our measurements have validity or not. The kind of evidence required depends on the nature and purpose of the test instrument. The purpose of some tests is to provide a basis for predicting behavior of individuals. Others may serve as a basis for inferring the degree to which an individual possesses some characteristic. Finally, there are those instruments that directly reflect behavior of the kind under investigation.[45]

Depending upon the nature of a test instrument and the characteristics which it seeks to measure, different means must be employed to determine validity. Accordingly the third criterion is that of validity in terms of the three methods most commonly employed in its determination. These are: (1) pragmatic validity, (2) construct validity, and (3) face validity.

Pragmatic Validity

Pragmatic validity is the general term used to describe the means of validating instruments which are used either to distinguish between individuals in terms of present status or to predict future behavior. In the former case the purpose may be to distinguish those who

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[44] Ibid., p. 155. [45] Ibid., p. 156.

are emotionally disturbed, from those who could be considered normal. Since validation is not dependent on future behavior, this is often termed "concurrent validity." In the latter case we may wish to predict how many matriculants will proceed to the faculty of education. Validation in this case depends upon the degree to which our prediction is supported by subsequent events and is termed "predictive validity."[46]

Essential to the pragmatic approach to validation are criteria which are reasonable, valid and reliable against which test results can be compared. Any test designed to identify those who are emotionally disturbed cannot be validated unless there are well established indicators of emotional disturbance and independent but competent psychologists to identify them. Similarly predictions cannot be validated unless the criterion measure is relevant, accurate and reliable. If no established criterion is available, the investigator must select one which seems most adequate, keeping in mind its limitations.[47]

Construct Validity

In some instances investigation may focus on such abstractions as intelligence, authoritarianism, anxiety and other more general personality patterns. Theoretical constructs of this type are not easily defined in operational terms, and measures must be developed

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[46] Ibid., p. 157.

[47] Ibid., p. 159.

utilizing test items which have been judged to be related to the quality or characteristic presumed to be present. Validation involves not only the measuring instrument, but the underlying theory or construct upon which it is based.

While evidence is needed that the instrument predicts as theory suggests that it should, of prior concern is the adequacy of measurement of the construct itself. Otherwise, if predictions are unsupported, the investigator may have no indication as to whether deficiencies are in the test instrument or in the theory.[48] Selltiz, *et al*. suggest that any construct should be measured by two or more different methods before relating test results to other variables, and these must be measured with similar care.[49]

Construct validity, then, cannot be adequately tested by any single procedure. The more relationships predicted from theory, tested and confirmed the greater the support both for the measuring instrument and for the underlying theory.[50] The pragmatic approach is utilized in establishing construct validity insofar as prediction is concerned, but as illustrated above it is necessary to establish that our instrument measures the construct under investigation and not some other.

Face Validity

A measuring instrument is said to have face validity when its

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[48] *Ibid*., p. 160. [49] *Ibid*., p. 161. [50] *Ibid*., p. 163.

relevance to what one is trying to measure is apparent "on the face of it." This type of validity is most appropriately used with achievement and proficiency tests where the behavior which appears to be involved is the behavior actually measured. Even with these tests, however, the test items must provide an adequate sample from the universe of behavior under investigation, and all possible test items that might be used to measure it. Direct observation may also be said to have face validity if the record of behavior is used descriptively rather than as a basis for inferences about underlying dynamics.[51]

In the absence of other validation, face validity is often ascribed to instruments for which no such claim should be made. Because of this tendency, any claim of face validity should be examined carefully when interpreting test results.

IV. RELIABILITY

Because innumerable factors combine to affect both the characteristics being measured and the process of measurement itself, a test instrument can never produce completely valid results. Reliability checks of various kinds are therefore employed as diagnostic tools to indicate the nature and amount of error present so that further refinements may be made in the instrument, or in the method of administration or scoring if they are deemed necessary.[52]

The usual procedure in computing reliability involves calculating

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[51] _Ibid._, p. 165. [52] _Ibid._, pp. 166-67.

some index of agreement between the results of repeated measurement.

The reliability or consistency of measurement is subject to errors which are inherent in the instrument, or the technique of applying the instrument, but it is also conditioned by respondent error. A reliable instrument which is poorly administered may give unreliable test results. Similarly, the reliability of a measure may be irrelevent if respondents perform unreliably because of poor motivation, lack of interest, environmental problems, illness and many other factors. Because of the nature of these errors, three different types of reliability coefficients are commonly obtained: (1) coefficient of stability, (2) coefficient of equivalence, and (3) coefficient of internal consistency. Accordingly the fourth criteria is that of reliability in terms of these three categories. They focus on the degree to which reliability has been impaired due to variations in administration (equivalence) or to sampling of items (stability) or analysis(internal consistency).[53]

Coefficient of Stability--Test-Retest

The test-retest procedure is concerned with the stability of individual positions from one administration of a measure to another. The stability of ordering of individuals in a group is usually measured by a coefficient of correlation or some other index of agreement between the scores or ratings received by individuals on the first administration of a measure and the scores or ratings received by the same

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[53] Ibid., p. 168.

individuals on a second administration of the same measure.

When the measuring instrument consists of observations, a considerable number of repeated observations may be made. When it consists of an interview, questionnaire or projective test, usually only two administrations are made, and these at an optimum interval apart; not so short that memory will influence responses, and not so far apart that natural growth or disparate individual experiences are likely to change choices to a significant degree. In the case of the interview, questionnaire or projective tests, esssentially the same procedure is used to estimate the stability of the measure. It is usually applied only twice in what is known as the test-retest procedure.

With the test-retest method, only one form of the test is necessary since it is given to one group of respondents, and after a reasonable lapse of time, the same test is given to the same group. The two sets of scores are then correlated statistically to determine reliability. The test-retest method gives a coefficient of stability, because it is based on the stability of the performance of a group of respondents in a retest situation, after a lapse of time following the first administration of the test. This method is subject to some weakness, since it is readily apparent that each respondent will have changed somewhat during the period between the first and second testing. As the amount of change in individual respondents will vary, it is impossible to determine whether score differences are a result of low test reliability or of marked respondent change.[54]

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[54] Ibid., pp. 168-72.

Coefficient of Stability--Matched Group

An alternative to the test-retest method of determining a coefficient of stability is the matched group technique. With this method, two groups are matched in terms of several criteria, and administered the same form of a test at the same time. The scores of matched pairs of respondents are then correlated. The weakness of this method is that it is impossible to be sure whether the differences in scores between the two groups is the result of matching error or of low test reliability.

Coefficient of Equivalence--Alternate Forms

The construction and selection of test items is a fairly arbitrary procedure and there is a great range of possible items for measuring a given characteristic, consequently there is usually little interest in knowing the extent to which a single individual's responses vary from item to item of a particular test. Interest rather centres on the extent to which the ordering of individuals is the same from one sample of items to another, and the "index of equivalence" which is calculated is typically a correlation coefficient or some closely related statistic.

The principles involved in estimating the effect of item sampling on equivalence are most easily seen in the case of alternate forms administered at the same time. In this procedure supposedly equivalent forms of the same test are given to the same individuals at the same testing session. Although the two forms contain different items, the items are intended to measure the same underlying

characteristic. The correlation between scores on the two forms of the test indicates the extent to which the two forms are actually measuring the same characteristic in a consistent fashion.

This procedure does not take account of day-to-day fluctuations in the person or in the situation of measurement, since both forms of the test are administered during a single session. Some transient differences undoubtedly enter. On the other hand, since there is little likelihood of genuine change in the characteristic during one testing session, this method of computing reliability avoids the problem of confusing real change with random error.[55]

Coefficient of Internal Consistency--Split Half

The split half method of determining reliability is used more than any other method, because it requires only one group of respondents, one test form and one test administration. It may be thought of as a special case of the method of alternate forms administered at the same time. In this procedure, a single form of a test is administered once to a group of individuals; the items on the test are then divided into two halves and the scores on the two halves are correlated to provide an estimate of the extent to which they are equivalent. The resulting coefficient is an indication of the internal consistency of the test; again a high coefficient of equivalence is taken as indicating that the individual's position is not affected by the particular

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[55] Ibid., pp. 172-74.

sampling of items in either half of the test but would be substantially the same on any test made up of items from the same universe.

In the split half method, the test should be split into equivalent halves, each of which represents the total test in all significant respects. The usual way of obtaining presumably equal halves is to assign the even numbered items to one half, the odd numbered to the other half. The correlation between the scores on the two parts is then regarded as an estimate of the equivalence coefficient of a test one-half as long as the original test. From this, an estimate of the coefficient of equivalence for the entire test, known as the corrected split half reliability, can be computed by means of the Spearman-Brown formula.

More recent thinking holds that if all items in a test are intended to measure the same characteristic, random rather than supposedly equal halves should be compared, and a new method of computing a coefficient of equivalence has come into use. The index resulting from this method, called "coefficient alpha," has among its other properties that of being the average split half correlation for all possible ways of dividing the test into two parts. This satisfies the requirement of randomness with respect to the items composing halves of the test. Coefficient alpha gives an exact coefficient of equivalence for the full test.

Whatever the procedure used for estimating split half equivalence, this approach, like that of alternate forms administered at the same time, does not take into account the day-to-day fluctuations in the

person and in the conditions of administration.[56]

The Choice of Method in Computing Reliability

The method of alternate forms administered at different times takes into account more sources of variation than the other methods described, and will ordinarily give a lower, but more accurate, estimate of reliability. Which method of estimating reliability an investigator will use in any given research depends not only on the value of different techniques for his purposes but also on the practical possibilities open to him, and the resources that can be devoted to the development of the measurement procedures. Sometimes it is not possible for him to reach the same group of subjects twice, or the cost of doing so may seem prohibitive; in such a case he has no choice but to base his estimate of reliability on the equivalence of scores. Sometimes the measuring instrument does not lend itself to the internal analysis that may be needed to measure equivalence. Whatever the method an investigator uses, he should be aware of its implications and its limitations.[57]

V. FORM OF DATA COLLECTION

Direct observation is primarily concerned with describing and understanding behavior as it occurs.[58] For obtaining information about a person's perceptions, beliefs, feelings, motivations, anticipations, future plans, past behavior or private behavior, reliance must be

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[56] *Ibid.*, pp. 174-76. [57] *Ibid.*, p. 177. [58] *Ibid.*, p. 201.

placed upon the self-report of the subject as obtained by interview or questionnaire. While in some cases this report may be taken at face value, it is often desirable to interpret such information in the light of other knowledge about the subject, or in terms of some psychological theory.

Such reports can ordinarily obtain only material that the subject is willing and able to report.[59] To overcome this limitation various projective techniques have been devised that are largely independent of the subject's self-insight, and of his willingness to reveal himself. Accordingly the fifth criterion is concerned with the method of data collection in terms of these four categories. They are: (1) observation, (2) interview, (3) questionnaire, and (4) projective techniques. Each one of these methods has various sub-categories which provide for greater discrimination.

Direct Observation

Observation is the chief means employed by man in acquiring information about his environment. While continuously engaged in observation, he tends to be selective in his perception, noting only those aspects of each situation that seem relevant to him. Since what is relevant to one may not be relevant to another, people tend to interpret what they see differently according to their own needs and purposes, or in terms of how they are affected by a situation.

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[59] Ibid., p. 236.

Observation therefore may become a scientific tool only when it is directed towards a stated research purpose; is planned and recorded systematically, and related to established theory, rather than interpreted in isolation; and is subjected to checks and controls on validity and reliability.[60]

Direct observation may serve a variety of research purposes. It may be used in exploratory studies to gain insight that later may be tested by other techniques. It may be used as an aid in interpretation, or to qualify findings obtained by another technique. On the other hand, it may be used as the chief means of securing information in studies designed to describe situations accurately. Direct observation can also be employed as a means of testing the degree of association between variables.

Observation may take place in real life situations or in a laboratory. The procedures used in observation may be very flexible, guided only by the formulated problem and certain ideas about what is most likely to be of importance, or they may be planned in detail, guided by formal instruments developed in advance. The observer may participate as a member of the group, recording his observations later, or he may be recognized as an observer, and record observations as they occur.

In general the degree of structure and participation tend to depend on the purpose of the study. Exploratory studies tend to employ

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[60] _Ibid_., p. 200.

unstructured observation, with the researcher either serving as a member of the group or as a recognized observer. For descriptive studies or those testing some causal relationship, because of the high degree of accuracy required, the researcher is not usually part of the group, but a recognized observer employing highly structured observational instruments.[61]

Unstructured Observation

In formulative or exploratory studies it may not be known what aspect of a situation will prove most relevant. Since one cannot observe everything, a check list of significant aspects common to most social situations is often helpful. Such a check list should focus on the participants, the setting, the purpose, the social behavior, and the frequency and duration of the activity under observation. As observation continues, and understanding of what is relevant increases, this focus will tend to narrow. The reduction in the range of situations to be observed permits more detailed observation.[62]

Initially the investigator may have taken on the role of a group member, recording observations from memory as soon as possible after the event. However, as the scope of investigation narrows, observation should be recorded during the event so that selective bias and distortion through memory may be minimized. As soon as a research problem has been formulated clearly enough to indicate the type of information

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[61] Ibid., p. 204.

[62] Ibid., pp. 207-208.

needed, the investigator must work out a research design. A research design provides for the systematic collection and analysis of data relevant to the problem under investigation.

Structured Observation

This type of observation is possible only when the researcher can determine in advance what aspects of a situation to observe in order to get the information necessary to answer the research question. In descriptive studies or those testing some causal hypothesis, direct observation may be employed provided an instrument for recording observations is developed which will minimize bias and maximize reliability.[63]

The nature of the instrument will depend upon what is to be observed. If a record of objective facts of behavior is required, "all-or-none" categories may be utilized. Sometimes however, it may be necessary to quantify the observed behavior in which case the researcher may use a rating scale. In other instances, the personal interactions within a group may be important. At still other times acts may be recorded apart from their context. Whatever the situation, relevant categories for recording behavior must be established, time units decided upon, and an appropriate frame of reference given to observers.[64]

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[64] *Ibid*., pp. 227-30.

The Interview

Unlike direct observation which serves to describe behavior as it occurs, the interview is concerned with the perception, feelings and beliefs of individuals, which have resulted in past behavior, and from which future activity will arise. The interview depends for the most part on the verbal report of individuals, in response to questions asked, although this report may not be taken at face value, but rather interpreted in the light of other knowledge about the subject or in terms of some psychological theory.

These verbal reports can ordinarily contain only material that the subject is willing and able to report. There is however great flexibility in eliciting information. A question can be repeated or rephrased to make sure it is understood, and further questions may be asked in order to clarify the meaning of a response. This flexibility makes the interview especially useful in exploratory studies where there is little basis for knowing either what questions to ask or how to formulate them. For descriptive studies on the other hand, specific information is sought which can only be obtained with standard questions which ensure some uniformity from one interview to the next.[65]

An advantage of the interview is that most people are willing to participate in a study when all they have to do is talk, whereas the response to a mailed questionnaire is limited to the more educated, and those who are interested. Because of this the interview technique will

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[65] Ibid., pp. 238-39.

usually yield a better sample of the general population. The interviewing situation also offers a better opportunity than the questionnaire to appraise the validity of reports. The interviewer can if he wishes follow up contradictory statements.

There are several disadvantages to the interview technique that should be considered. Chief among them is the cost factor. Questionnaires can be administered to a large number of people simultaneously; an interview, on the other hand, usually calls for questioning each individual separately. In addition, with the questionnaire, the respondent has ample time to thoughtfully consider each question, whereas in the interview there is a pressure to respond immediately with the first thought that comes to mind.[66]

The Unstructured Interview

An interview may be termed unstructured if in the absence of a research design the interviewer conducts interviews with no planned sequence of questions or format to serve as a guide. In such a situation the respondent is in control, reporting on those aspects of an area he feels to be important. Only in the initial stages of an exploratory study are interviews conducted which could be termed unstructured, and even here there is some structuring in that an area is chosen for investigation and respondents selected.

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[66] Ibid., pp. 240-41.

The Structured Interview

As familiarity with an area increases, questions may be directed by the interviewer towards those aspects of a situation that seems to be of most importance. From this point onwards the degree of structure will vary with the requirements of the developing research design. The questions asked of respondents will tend to become standardized in that they are presented with exactly the same wording and in the same order to all respondents. Initially the standardized interview may leave the respondent free to answer in his own owrds, but as the focus narrows and the irrelevant questions are dropped, fixed alternative answers may be required of those that remain.[67]

For enquiry into the area of perceptions, attitudes, motivations etc., various types of interviews have been developed which provide a more flexible approach than that made possible by standard interview questions. Among the more common are the "focused interview," the "clinical interview" and the "depth interview."[68]

Focused Interview

This interview is designed to focus attention upon a given experience and its effect. The interviewer knows in advance what aspects of the situation he wishes to explore and begins the interview guided by a list of topics that are to be dealt with. They provide a framework for the investigation, but the manner in which the questions are asked, and their timing are left largely to the interviewer's discretion. He

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[67] *Ibid.*, pp. 255-56. [68] *Ibid.*, p. 263.

has freedom to explore reasons and motives, and to probe further in directions that may have been unanticipated. While the respondent is free to express his thoughts fully, the interviewer has control of the direction which the discussion will take, so that it may serve his research purposes.[69]

Clinical Interview

While similar to the focused interview in method, the clinical interview is concerned with the broad underlying feelings or motivations, or with the course of the individual's life experiences rather than with the effects of a single experience. Again, maximum freedom of expression is encouraged, but the interviewer maintains control of the direction discussion will take by means of his topical guide. The "personal history" interview, common to social case work is an example of the clinical interview.[70]

Depth Interview

The nondirective or depth interview provides even more freedom for the respondent to express his feelings, for beyond the minimum questions needed to introduce the topic, the interviewer confines himself to encouraging the subject to talk fully and freely. This is accomplished by a warm, but noncommittal recognition, of the subject's position. The nondirective interviewer must strive to achieve a completely permissive atmosphere, in which the subject is free to express

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[69] Ibid., pp. 264-66. [70] Ibid., pp. 266-67.

himself without fear of disapproval or admonition. By this means the affective and value laden aspect of the subject's responses are made apparent, together with their personal significance.[71]

The Questionnaire

Because of their economy, questionnaires are much more commonly employed than interviews. They require little skill to administer and may be mailed out in large numbers together with appropriate instructions. They are unsuited for studies of an exploratory nature, however, because the information they obtain is limited to written responses to prearranged questions.[72]

There is another advantage to be gained by use of the questionnaire aside from its economy. The standardized wording, the standardized order of questions, the standardized instructions for recording responses, ensure more uniformity from one test situation to another than is possible with the interview technique. While respondents may misinterpret some questions, much can be done to avoid this by careful pretesting in which ambiguous items are reworded or dropped.[73]

The anonymity which is possible with the questionnaire causes respondents to feel freer to express what they actually believe. On the other hand, those with little education or interest are unlikely to respond. When questionnaires are mailed to a random sample of the population, the proportion of returns is usually low. Selltiz, *et al.*,

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[71] *Ibid.*, pp. 267-68. [72] *Ibid.*, p. 238. [73] *Ibid.*, p. 239.

list several factors which they feel have an important influence on the percentage of returns to a mailed questionnaire. They are:

(1) the sponsorship of the questionnaire;
(2) the attractiveness of the questionnaire format;
(3) the length of the questionnaire;
(4) the nature of the accompanying letter requesting cooperation;
(5) the ease of filling out the questionnaire and mailing it back;
(6) the inducement offered to reply; and
(7) the nature of the people to whom the questionnaire is sent.[74]

Elaborating on these points, they suggest that attractively designed questionnaires that are short, easy to fill out, simple to return, sponsored by a group with prestige and presented in a context that motivates the respondent to cooperate are most likely to be returned.

The Questions Employed in Interviews and Questionnaires

Both the interview and the questionnaire place heavy reliance on the responses, either verbal or written, to questions asked. There is no essential difference between a highly structured interview and a written questionnaire except that in the former case, the interviewer does the recording and is able to rephrase questions if they are misunderstood. By means of the interview however, the cooperation of subjects who would be unlikely to respond to a mailed questionnaire can be obtained.

There are two basic types of questions that are used in either case. One is known as the "open end" question, which is designed to permit a free response from the subject; the other is the "fixed

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[74] _Ibid_., pp. 241-42.

alternative" or "forced choice" question, where the alternative may be a simple Yes or No, or where provision may be made for varying degrees of agreement or disagreement with some statement. In other cases they may be called upon to select from a list of alternatives, an answer which best describes their position. Consideration must be given to the type of information sought when deciding what type of question to employ. A further consideration is the problem of scoring. The analysis of open-ended questions is often difficult and expensive as compared to the simple process of tabulating responses to fixed alternative questions.[75]

While observation is most appropriate for recording behavior as it occurs, to obtain knowledge about those attributes of the human personality which are otherwise hidden from public view we must rely upon the self report of individuals in response to questions asked, either by interview or written questionnaire. Selltiz _et al_. state:

> Questioning is particularly suited to obtaining information about what a person knows, believes or expects, feels or wants, intends or does or has done, and about his explanations or reasons for any of the preceding.[76]

They continue further to classify questions according to the type designed to plumb each of these areas. According to their classification system, question content may be aimed at ascertaining (1) facts, (2) beliefs about what the facts are, (3) feelings, (4) standards of action, (5) present or past behavior, (6) conscious reasons for beliefs, feelings, policies, or behavior. These are not neat categories in the

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[75] _Ibid_., pp. 256-58. [76] _Ibid_., p. 243.

sense that every question will fall into one or another content type, rather they deal with the predominant features of various kinds of questions.[77]

It is beyond the scope of this study to describe the many precautions that must be taken in wording of questions and selection of population to ensure that we are measuring what we hope to measure. It is perhaps sufficient to say that the investigator must keep clearly in mind the distinction between these categories and employ techniques that are most likely to achieve the desired result.

Sociometric Techniques

Sociometric techniques are most commonly used in questionnaires which are concerned with charting the social interactions among groups of people. The nature of interaction that is investigated may be actual, desired or anticipated behavior. The name is derived not so much from the procedure used in collecting data as from the type of subject matter and method of analysis.

The most common approach is to ask each member of a group to indicate which other members he would like to have as a companion in some activity, and which ones he would not like to have as a companion. Subjects are more likely to state their preferences honestly if they are caused to feel that their choices will really determine subsequent social arrangements.

Sociometric questionnaires are easy to administer, but their

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[77] *Ibid*., pp. 244-55.

analysis is rather complex.[78]

Projective Techniques

For one reason or another people may be unwilling to respond to questions concerned with subject matter about which they are sensitive. Projective techniques have been devised which enable the researcher to explore such areas, without the respondent being aware of the true purpose of the investigation.

These indirect techniques may be grouped into two broad categories which differ largely according to the degree of structure. They are: (1) projective method, and (2) disguised or substitute measures.[79]

Projective method. This method is used to explore the general personality structure of an individual. The instructions which are given or the questions which are asked serve only to introduce some general topic. What aspect of this topic the respondent chooses to react to is taken as an indication of his perception, his view of the world and his response to it. The individual is not asked to talk directly about himself, but rather about the general stimulus presented, which could be an ink blot, a picture, or merely a query about the state of the world. However the responses are interpreted as indicating his personality structure, his needs and feelings, his way of interacting with people.

In such tests responses are not interpreted with the meaning that

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[78] Ibid., pp. 268-71. [79] Ibid., p. 280.

the subject would normally expect them to have. Rather, they are interpreted in terms of some pre-established psychological conceptualization of what the pattern of responses in that particular test situation mean. Examples of tests which fall into this category are the following: (1) the Rorschach test, (2) the Thematic Apperception test (T.A.T.), (3) the Tompkins-Horn Picture Arrangement test, (4) word association tests, (5) sentence completion tests, (6) doll play, and (7) figure drawing.[80]

Disguised and substitute measures. These methods serve to focus on the specific content of a person's attitudes towards some social object rather than his general personality structure. They are most likely to be used where respondents may hesitate to express their true opinion for fear of disapproval or where direct questions may seem an invasion of privacy. Although this method has many of the characteristics of the projective method in that it encourages a free response on the part of the individual and does not ask him to talk directly about himself or his own views or feelings, his responses are taken as reflecting his own attitudes. They differ only in that the test materials or instructions usually provide a more specific subject matter focus.[81]

To make the general purpose of the test less apparent two procedures may be used: (1) a fictitious purpose may be ascribed which appears plausible in the light of what is demanded of the subject

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[80] Ibid., pp. 280-83. [81] Ibid., p. 285.

(disguised measures), and (2) in addition to the stimuli relevant to the investigator's objective, "neutral" or unrelated stimuli may be included, so that the subject's suspicions are not aroused by having the same theme occur in every stimulus situation presented to him (substitute measures). Specific adaptations of projective tests for the study of social attitudes may be grouped in terms of certain general materials and methods of approach in the following categories: (1) verbal, (2) pictorial, (3) play, and (4) psycho-dramatic techniques.[82]

VI. ORIGIN OF INSTRUMENTS

In the preceding pages criteria have been selected for the classification of test instruments that have been employed in the theses of the Department of Educational Administration. They have been drawn from the literature on test construction, and should be applicable to all test instruments. However, to increase the utility of this study, additional criteria have been selected from what may be termed the operational level. Many of the test instruments employed have been developed elsewhere and are commercially available for use. Others are adaptations, in that only a portion of a particular test has been used, or it has been changed or adapted in some way. In addition there are the locally-produced measures. Accordingly, the sixth criterion will be the origin of the test instrument in terms of the following three categories: (1) commercial, (2) adaptation, and (3) local.

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[82] _Ibid_., pp. 285-99.

VII. TOPIC

The Department of Educational Administration was established at the University of Alberta in 1956 with financial assistance from the W. K. Kellog Company of Battlecreek, Michigan.[83] Its history to date has coincided with the "systems-process" period in Educational Administration which is still current. Prior to this the emphasis was on "democratic administration." The research of the department should therefore tend to reflect the emphasis of these two periods of the human relations era.[84]

An examination of the thesis topics as revealed by Balchen's study shows this tendency.[85] Accordingly the seventh criterion selected was topic under the following categories: (1) achievement, (2) curriculum and instruction, (3) demographic, (4) intelligence, (5) innovation, (6) organization, (7) professionalism, (8) pupil personnel, (9) role, (10) satisfaction and morale, (11) school and community, (12) school board, (13) staff personnel, (14) values and attitudes, and (15) other. This last category was designed to provide for topical areas that do not fall in the named categories.

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[83] W. R. Lane, R. G. Corwin and W. G. Monahan, Foundations of Educational Administration (New York: The Macmillan Company, 1967), p. 21.

[84] *Ibid.*, p. 19.

[85] A. R. Balchen, "A Multi-Dimensional Classification of Theses in Education Completed at the University of Alberta" (unpublished Master's thesis, The University of Alberta, 1968).

VIII. POPULATION

In keeping with the current emphasis on developing administration theory with its concern for processes and relationships rather than techniques, the focus of educational research has been on people. As stated by Griffiths:

> An adequate theory must be concerned with the dynamics of human activity, not the mechanics of organization. While the administrator must take account of finance, buildings, buses, and the like, these must be considered in their proper perspective; they are of secondary importance in determining how people behave in the educational system.[86]

Accordingly, the eighth criterion selected was the population to which each test instrument was administered. A distinction was made between those at the school and district level. The categories selected at the school level were as follows: (1) students, (2) teachers, (3) principals, and (4) others. Those at the district level were: (1) superintendents, (2) supervisors, (3) consultants, and (4) others. With the proliferation of so many new positions at both the school and district level, the all-embracing category "other" was provided for each.

Test instruments are usually designed for use with populations at some specific level. The most obvious levels in education are: (1) elementary, (2) junior high, (3) senior high, (4) post-secondary, and (5) other.

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[86] D. E. Griffiths, "Administration as Decision Making," in Administrative Theory in Education, A. W. Halpin, ed., cited by W. R. Lane, R. G. Corwin, and W. G. Monahan, Foundations of Educational Administration (New York: The Macmillan Company, 1967), p. 30.

CHAPTER III

TREATMENT OF DATA

Data Collection

In the preceding pages, criteria have been described for the classification of test instruments that have been employed in theses of the Department of Educational Administration. These criteria together with the various categories and sub-categories which they embrace will meaningfully describe most instruments, and how they have been employed.

To facilitate the task of classification, a data sheet was developed. The various categories and sub-categories of the eight criteria were listed in such a manner that a complete description could be achieved by entering check marks opposite the appropriate item. In addition provision was made for appropriate bibliographic entries.

Information Storage

In order to make the information relative to each test instrument readily available, the McBee Keysort card system was employed. The code system used by Balchen (1968) was adapted to a specially designed 5" x 9" card. The periphery of this card was divided into ten divisions of varying size. Eight of these divisions were used to represent the criteria that were selected. One division was reserved for the name of the instrument, and one for the name of the author. Within each division are found the various categories of each criterion. Sub-categories for some criteria are found on the face of the card, along

with supplementary information, such as the year the test was used, and the number of sub-scales and their names.[87]

> The principles involved in the Keysort system are as follows: (1) values have been assigned to holes around the edge of the cards in accordance with previously determined requirements; (2) a positive classification is indicated by notching the hole to the edge of the card; (3) when the cards are to be sorted, a needle is inserted into a group of cards through the desired classification hole and the card body is raised. The cards which fall are the ones desired.[88]

In this study the two divisions of the card designating the name of the instrument and the name of the author employed a superimposed code. The remaining eight divisions of the card devoted to the criteria for classification, employed direct code.

The superimposed code used by Balchen and adopted for this study required that a division be divided into four sections. Each section contained holes opposite letters representing the complete alphabet. By specifying one letter from each section a maximum of four letters may be used as a code. Before using this code reference must be made to a key which gives meaning to the code. In this study only the author's name, and the name of the instrument are in superimposed code. For the direct code, no key is necessary, for opposite each hole is printed the meaning intended.

Sub-categories of criteria that could not be described in direct code, are printed on the face of the card. They are specified by means

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[87] A. R. Balchen, "A Multi-Dimensional Classification of Theses in Education Completed at the University of Alberta" (unpublished Master's thesis, The University of Alberta, 1968), p. 22.

[88] *Ibid*., p. 22.

of a check mark. Provision was made for further supplementary information to be directly recorded. A sample of the data sheet and Keysort card are included on subsequent pages.

The Keysort Card Deck

Relevant data for each test instrument could be recorded on a Keysort card. However, the similarity of instruments used in specific studies was such that they were grouped as a package, which was then given a descriptive title, and represented by a single card. In instances where significantly different instruments were used in a single study, individual Keysort cards were used for each test making up the package.

By this procedure redundancy was eliminated, utility was increased, and the size of the card deck was reduced by half without appreciable loss of information.

The Test File

A file was established to provide ready reference to the test instruments themselves. As with the Keysort card deck, the instruments were grouped when feasible, given an all-inclusive title and placed in a single folder. Only instruments that are widely known or those significantly different in content were placed in separate folders.

Since the same procedure was followed in making up both the Keysort card deck and file of instruments, each faithfully reflects the other.

This study has been suggested by the "new rationalism" in

Educational Administration which is founded in the belief that problem solving is dependent upon information, and specifies a systematic method for retrieving such information.[89] It is hoped that this project will be justified by its utility.

---

[89] W. R. Lane, R. G. Corwin and W. G. Monahan, Foundations of Educational Administration (New York: The Macmillan Company, 1967), p. 26.

DATA SHEET

1. Name of thesis ______________________________
____
2. Author of thesis ______________________________
3. Name of instrument ______________________________
4. Author of instrument ______________________________

Origin

- Commercial ___
- Adaptation ___
- Local ___

Purpose

- Exploratory ___
- Descriptive ___
- Study testing causal hypothesis ___

Topics

- Achievement ___
- Curriculum & instruction ___
- Demographic ___
- Intelligence ___
- Innovation ___
- Organization ___
- Professionalism ___
- Pupil personnel ___
- Role ___
- Satisfaction & Morale ___
- School & community ___
- School board ___
- Staff personnel ___
- Values & attitudes ___
- Other ___

Population

- School
  - Students ___
  - Teachers ___
  - Principal ___
  - Other ___
- District
  - Superintendent ___
  - Supervisor ___
  - Consultant ___
  - Other ___

Level

- Elementary ___
- Junior High ___
- Senior High ___
- Post secondary ___
- Other ___

Form of Data Collection

- Observation ___
  - Structured ___
  - Unstructured ___
- Interview ___
  - Structured ___
  - Unstructured ___
  - Focused ___
  - Clinical ___
  - Depth ___
- Questions ascertaining:
  - Facts ___
  - Beliefs ___
  - Feelings ___
  - Standards ___
  - Present behavior ___
  - Past behavior ___

Projective Techniques

- Projective methods ___
- Disguised methods ___
- Substitute methods ___

Scales

- Nominal ___
- Ordinal ___
- Interval ___
- Ratio ___
- Rating Scales
  - Graphic ___
  - Itemized ___
  - Comparative ___
- Attitude Scales
  - Differential ___
  - Summated ___
  - Cumulative ___
  - Q. sort ___
  - Semantic differential ___

Number of Sub-Scales ___

Name of Sub-Scales (listed on back of data sheet)

- Questionnaire ___
  - Forced choice ___
  - Open choice ___

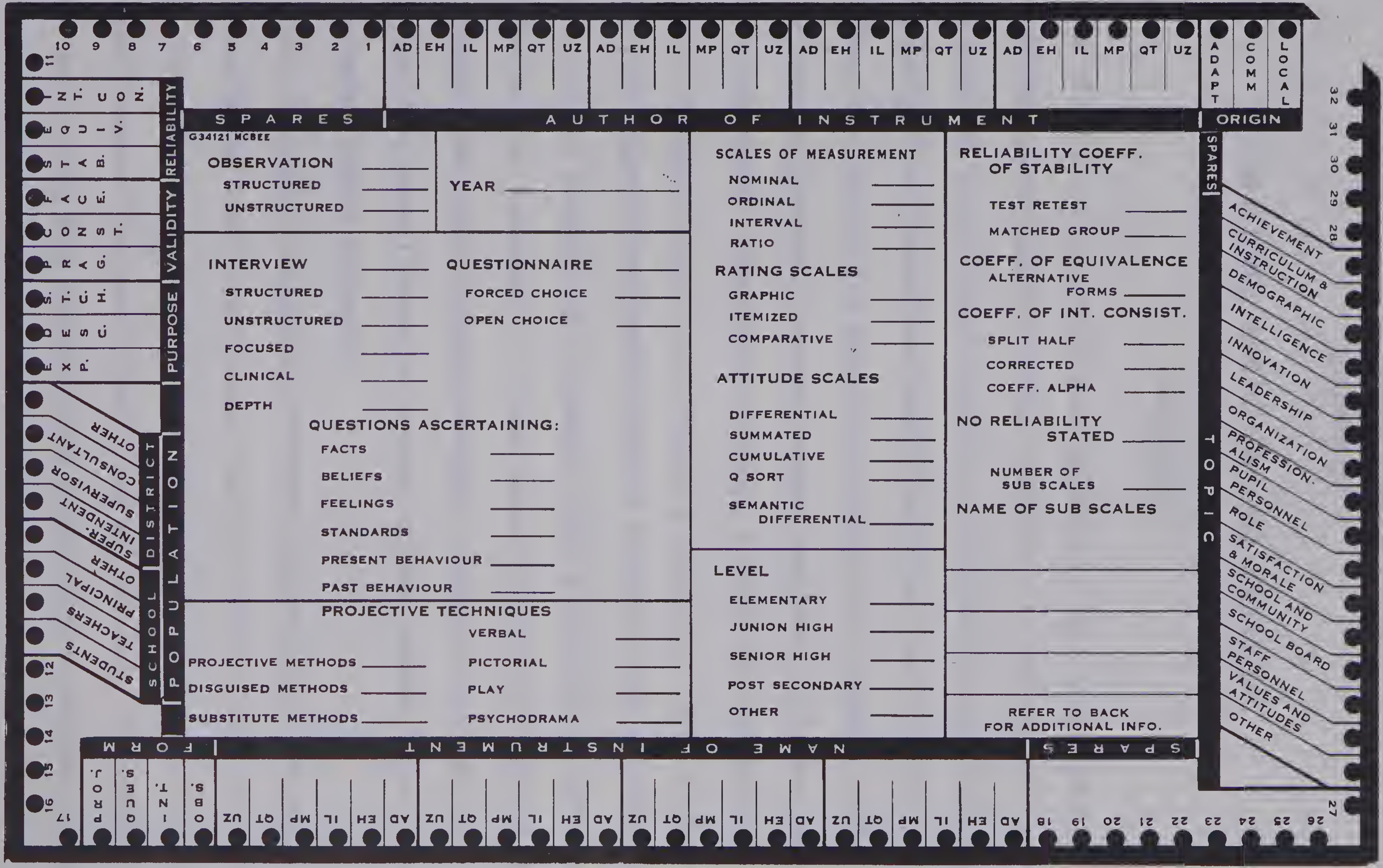
- Verbal ___
- Pictorial ___
- Psychodrama ___
- Play ___

Validity

- Pragmatic ___
- Construct ___
- Face ___

Reliability

- Stability
  - Test-retest ___
  - Matched group ___
- Equivalence
  - Alternate forms ___
- Internal Consistency
  - Split half ___
  - Corrected ___
  - Coeff. Alpha ___
- No reliability stated ___



10 9 8 7 6 5 4 3 2 1 AD EH IL MP QT UZ AD EH IL MP QT UZ AD EH IL MP QT UZ AD EH IL MP QT UZ ADAPT COMM LOCAL

SPARES | AUTHOR OF INSTRUMENT | ORIGIN

11

RELIABILITY
INT. CON.
EQUIV.
STAB.

VALIDITY
FACE.
CONST.
PRAG.

PURPOSE
S.T.C.H.
DESC.
EXP.

POPULATION
DISTRICT
OTHER
CONSULTANT
SUPERVISOR
SUPER-INTENDENT

SCHOOL
OTHER
PRINCIPAL
TEACHERS
STUDENTS

12 13 14 15 16 17

G34121 MCBEE

OBSERVATION ______
STRUCTURED ______
UNSTRUCTURED ______

YEAR ______

INTERVIEW ______
STRUCTURED ______
UNSTRUCTURED ______
FOCUSED ______
CLINICAL ______
DEPTH ______

QUESTIONNAIRE ______
FORCED CHOICE ______
OPEN CHOICE ______

QUESTIONS ASCERTAINING:
FACTS ______
BELIEFS ______
FEELINGS ______
STANDARDS ______
PRESENT BEHAVIOUR ______
PAST BEHAVIOUR ______

PROJECTIVE TECHNIQUES
PROJECTIVE METHODS ______
DISGUISED METHODS ______
SUBSTITUTE METHODS ______
VERBAL ______
PICTORIAL ______
PLAY ______
PSYCHODRAMA ______

SCALES OF MEASUREMENT
NOMINAL ______
ORDINAL ______
INTERVAL ______
RATIO ______

RATING SCALES
GRAPHIC ______
ITEMIZED ______
COMPARATIVE ______

ATTITUDE SCALES
DIFFERENTIAL ______
SUMMATED ______
CUMULATIVE ______
Q SORT ______
SEMANTIC DIFFERENTIAL ______

LEVEL
ELEMENTARY ______
JUNION HIGH ______
SENIOR HIGH ______
POST SECONDARY ______
OTHER ______

RELIABILITY COEFF. OF STABILITY
TEST RETEST ______
MATCHED GROUP ______

COEFF. OF EQUIVALENCE
ALTERNATIVE FORMS ______

COEFF. OF INT. CONSIST.
SPLIT HALF ______
CORRECTED ______
COEFF. ALPHA ______

NO RELIABILITY STATED ______

NUMBER OF SUB SCALES ______

NAME OF SUB SCALES

REFER TO BACK FOR ADDITIONAL INFO.

SPARES | TOPIC
32 31 30 29 28
ACHIEVEMENT
CURRICULUM & INSTRUCTION
DEMOGRAPHIC
INTELLIGENCE
INNOVATION
LEADERSHIP
ORGANIZATION
PROFESSION-ALISM
PUPIL PERSONNEL
ROLE
SATISFACTION & MORALE
SCHOOL AND COMMUNITY
SCHOOL BOARD
STAFF PERSONNEL
VALUES AND ATTITUDES
OTHER
27

FORM | NAME OF INSTRUMENT | SPARES
OBS. INT. QUES. PROJ. UZ QT MP IL EH AD UZ QT MP IL EH AD UZ QT MP IL EH AD UZ QT MP IL EH AD 18 19 20 21 22 23 24 25 26

CHAPTER IV

LIMITATIONS, IMPLICATIONS AND CONCLUSION

I. LIMITATIONS

The classification system was designed to have broad application to instruments used in social science research. In this study its use has been confined to the classification of instruments used for research in the Department of Educational Administration at the University of Alberta from the time of its formation in 1956 until December, 1968.

Of the two hundred fifty-four theses examined, fifty-two had no research instruments. There were, however, a total of four hundred forty-two instruments used in the remaining theses. In most cases the similarity of research instruments used in a single study was such that they were grouped together as a package, given a descriptive title and classified as one instrument. In some cases the same instrument was found to have been used in several studies. The end result of this analysis was the classification of a total of two hundred three different instruments and/or packages.

The information storage and retrieval capability of the McBee Keysort system has been found adequate for use with this classification system. In addition the listing of authors of theses who have used the instruments found on the back of each card should prove most helpful. However, as the card deck grows in size it may tend to become unwieldy.

II. IMPLICATIONS

The multi-dimensional classification system used in this project was designed to describe all instruments currently used in social science research. Therefore, those techniques that seldom found application in the research of the Department of Educational Administration, constitute possibilities for future consideration and use. Among these possibilities are the following: (1) a more extensive use of the exploratory study as a means of opening up new avenues of research, (2) more use of the controlled experiment as a means of testing causal hypotheses, (3) the use of projective techniques in sensitive areas such as the realm of values and attitudes, (4) a broader application of the interview to include this same area, (5) further use of direct observation and the rating scales most appropriate for this method of data collection, (6) more use of attitude scales other than the summated or Likert type, and (7) the use of at least one test of reliability in every study.

Limitations of time may preclude rigorous reliability checks, but it would seem reasonable to expect that at least one such test be applied to the data in each study. In any case failure to mention validity and reliability is a shortcoming in any study which purports to be scientific.

III. CONCLUSION

The process of gaining familiarity with the classification system developed in this study should serve as a useful review of research methodology for students who are beginning to plan independent research studies. It will also enable them to effectively use the McBee Keysort system to retrieve information about test instruments available for use.

The card deck may be easily maintained by requiring each graduate student to complete a card descriptive of any instrument he may develop. Where an existing instrument is adopted for use in a study, all that is required is the appropriate entry on the back of the relevant card. In a similar way the file may be kept up to date by requiring every researcher to contribute a copy of the instrument he has developed to the file. Where an existing instrument has been adopted for use, all that is required is an entry on the appropriate file folder.

The task of introducing this multi-dimensional classification system for research instruments to other departments should not be difficult. Following a review of the criteria used for classification purposes, graduate students could be given data sheets and required to analyze several theses with the double purpose of increasing their familiarity with various approaches to the solution of research problems, and to provide the basic data for a classification system. The clerical task of punching cards and establishing a test file could be done by clerical staff under supervision.

When each department has established such a classification system, the duplication and exchange of information should increase its value

many fold. At that point the amount of information available to each department will render the McBee Keysort system impractical as a means of information storage and retrieval. In its place some form of computerized storage and retrieval would seem called for.

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BIBLIOGRAPHY

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Lane, W. R., R. G. Corwin, and W. G. Monahan. Foundations of Educational Administration. New York: The Macmillan Company, 1967.

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Nunnally, J. C. Tests and Measurement. New York: McGraw Hill Book Company, 1959.

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APPENDIX

APPENDIX A

AN OUTLINE OF THESIS TITLES, INSTRUMENTS USED, AND SOURCE INSTRUMENTS, LISTED ALPHABETICALLY BY AUTHOR OF THESIS

AN OUTLINE OF THESIS TITLES, INSTRUMENTS USED, AND SOURCE INSTRUMENTS, LISTED ALPHABETICALLY BY AUTHOR OF THESIS

INDEX

Researcher	Degree	Thesis Page
Aaserud, J. L.	M.Ed. 1963	75
Anderson, H. N.	Ph.D. 1968	75
Arbeau, A. M.	M.Ed. 1963	75
Aucoin, J. R.	M.Ed. 1967	76
Bean, R. E.	M.Ed. 1966	76
Benoit, L. C.	M.Ed. 1967	76
Berchamns, J.	M.Ed. 1963	76
Bergen, J. J.	Ph.D. 1967	77
Bezeau, L. M.	M.Ed. 1966	77
Bischoff, F. X.	M.Ed. 1967	77
Blockside, J. H.	M.Ed. 1964	77
Bosetti, R. A.	M.Ed. 1966	78
Boyko, S.	M.Ed. 1959	78
Breitkreuz, E. A.	M.Ed. 1967	78
Brewer, B. N.	M.Ed. 1966	78
Bride, K. W.	M.Ed. 1962	78
Brown, A. F.	Ph.D. 1961	79
Brown, H.C.	M.Ed. 1964	79
Bryce, R.	M.Ed. 1968	79
Carran, R. C.	M.Ed. 1961	80
Cathcart, W. G.	M.Ed. 1967	80

Researcher	Degree	Thesis Page
Chalmers, H.	M.Ed. 1968	807
Chandler, B. A.	M.Ed. 1968	80[illegible]
Coffin, E. R.	M.Ed. 1959	80[illegible]
Collins, C. P.	Ph.D. 1958	81[illegible]
Cooper, W. M.	M.Ed. 1966	81[illegible]
Coulter, F.	M.Ed. 1968	81[illegible]
Daneliuk, C.	M.Ed. 1968	81[illegible]
Davis, J. E.	M.Ed. 1962	82[illegible]
Deleff, A.	M.Ed. 1966	82[illegible]
Deutscher, E. L.	M.Ed. 1965	82[illegible]
Duke, W. R.	M.Ed. 1966	82[illegible]
Dupuis, J. R. P.	Ph.D. 1968	82[illegible]
Earle, J. E.	Ph.D. 1968	83[illegible]
Ede, W. J.	M.Ed. 1967	83[illegible]
Eddy, W. P.	Ph.D. 1968	83[illegible]
Ellis, J. R.	M.Ed. 1967	83[illegible]
Elliott, A. H.	M.Ed. 1963	84[illegible]
Enns, F.	M.Ed. 1959	84[illegible]
Ethier, G.	M.Ed. 1968	843
Evans, W. H.	M.Ed. 1962	853
Ewaskiuk, D.	M.Ed. 1966	853
Fast, R. G.	M.Ed. 1964	861
Fenske, M. R.	M.Ed. 1961	86[illegible]
Fenske, M.	M.Ed. 1963	864

Researcher	Degree	Thesis Page
Fletcher, A. R.	M.Ed. 1966	87
Finlay, J. H.	M.Ed. 1961	87
Formack, S. C.	M.Ed. 1965	87
Francoeur, K.	M.Ed. 1963	87
Gilbert, L. L.	M.Ed. 1968	88
Girard, D. A.	Ph.D. 1967	88
Golan, H. R.	M.Ed. 1967	88
Greenfield, T. B.	M.Ed. 1961	88
Greenfield, T. B.	Ph.D. 1963	89
Gue, L. R.	Ph.D. 1967	90
Guy, A. J. Y.	M.Ed. 1967	90
Hall, H. J.	M.Ed. 1966	90
Hamilton, W. L.	M.Ed. 1966	91
Harrison, R. E.	M.Ed. 1965	91
Hastings, I.	M.Ed. 1966	91
Harvey, R. F. E.	Ph.D. 1965	92
Hemphill, H. D.	M.Ed. 1966	92
Hemphill, H. D.	Ph.D. 1968	92
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Husby, R. J.	M.Ed. 1965	97
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Marles, J. D.	M.Ed. 1963	107
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Stewart, R. C.	M.Ed. 1963	126
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Stringham, B. L.	M.Ed. 1966	127
Stryde, S. J.	M.Ed. 1966	128
Thompson, H.	M.Ed. 1964	128
Thornton, M. F.	M.Ed. 1967	128
Toews, H.	M.Ed. 1959	129
Uhlman, C. C.	M.Ed. 1966	129
Von Fange, E. A.	Ph.D. 1961	129
Wallin, H. A.	M.Ed. 1962	130
Walls, R. B.	M.Ed. 1960	130
Ward, C. M.	M.Ed. 1962	130
Ward, K. L.	M.Ed. 1967	131
Warren, P. J.	M.Ed. 1959	131
Wetter, W. J.	M.Ed. 1966	131

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Williams, J. G.	M.Ed. 1967	132
Wilson, K. A.	M.Ed. 1968	132
Wilson, W. G.	M.Ed. 1966	133
Worger, F. E.	M.Ed. 1958	133
Yakimishyn, M. P.	M.Ed. 1967	134
Ziolkowski, E. H.	M.Ed. 1965	134

AN OUTLINE OF THESIS TITLES, INSTRUMENTS USED, AND SOURCE INSTRUMENTS, LISTED ALPHABETICALLY BY AUTHOR OF THESIS

NOTE: A +sign denotes a descriptive title which has been arbitrarily assigned to a package of instruments by the author of this thesis. Those titles that have been underlined represent instruments found in each study; those that are not underlined are source instruments only.

RESEARCH IN EDUCATIONAL ADMINISTRATION — RESEARCH INSTRUMENTS USED IN EDUCATIONAL ADMINISTRATION

Researcher	Degree	Topic	Author of Instrument	Instrument	Thesis Page
Aaserud, J.L.	M.Ed. 1963	A Survey of the Functions of the Counselor	Aaserud, J.L.	Counselor Interview Form	152
Anderson, H.N.	Ph.D. 1968	An Empirical Study of Authoritarianism, Bureaucratic Role Orientation, and Perception of Positional Authority in School Organization.	Anderson, H.N.	*A Survey of Attitudes of Teachers and Principals*	188
			Adorne, *et al*.	California F Scale	
			Corwin, R.G.	Bureaucratic Employee Status Orientation Scale	
			Anderson, H.N.	Measurement of Perceptions of Positional Authority	
			Anderson, H.N.	Global Satisfaction Profession	
			Ratsoy, E.	*Education Profession Aspiration Scale*	155
Arbeau, A.M.	M.Ed. 1963	A Survey of Pupil Grouping Practices in Grades I to III in Alberta Schools		+*Grouping Practices Questionnaire*	162
			Arbeau, A.M.	*Teacher's Questionnaire*	
			Arbeau, A.M.	*Principal's Questionnaire*.	

Researcher	Degree	Topic	Author of Instrument	Instrument	Thesis Page
Aucoin, J. R.	M.Ed. 1967	Tasks of Public Education: The Principal's View	Aucoin, J. R.	Educational-Personal Information Questionnaire	
			Downey, et al.	Tasks of Public Education Questionnaire,	189
Bean, R. E.	M.Ed. 1966	An Exploratory Comparison of Indian and Non-Indian Secondary Student Attitudes		+Attitude of Indian and Non-Indian Students	147
			Bean, R. E.	Student Attitude Questionnaire	
Benoit, L. C.	M.Ed. 1967	An Analysis of Political Attitudes of High School Students	Friesen, et al.	High School Student Value Inventory	162
Berchmans, J.	M.Ed. 1963	An Investigation Into the Foyer-Ecole Movement in Saskatchewan		+Home and School Meetings	162
			Berchmans, J.	Questionnaire I - Foyer-Ecole Meetings	
			Berchmans, J.	Questionnaire II - Foyer-Ecole Meetings	
			Berchmans, J.	Questionnaire III - Foyer-Ecole Meetings	

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Bergen, J.J.	Ph.D 1967	School District Reorganization in Manitoba	Bergen, J.J.	School Division and District Organization - Questionnaire A	182
			Bergen, J.J.	School Division and District Organization - Questionnaire B	182
			Bergen, J.J.	School Division and District Organization - Questionnaire C	182
Bezeau, L.M.	M.Ed. 1966	The Instrumental-Expressive Dichotomy in School Staffs	Bezeau, L.M.	School Organization Questionnaire	183
Bischoff, F.X.	M.Ed. 1967	An Evaluation of a Team Teaching Project		The Watson-Glaser Critical Thinking Appraisal Form Y.M.	195
			White	Confidential Report on Student Teaching	151
Blockside, J.H.	M.Ed. 1964	Change of Leader Behavior Attributable to the Leadership Course for School Principals	Halpin, *et al*.	Leader Behavior Description Questionnaire	166

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Bosetti, R.A.	M.Ed. 1966	Congruence of Expectations Sensitivity to Perceptions and Rated Administrative Effectiveness	Halpin, *et al.*	+*Role Expectations for the Principalship*	179
			Bosetti, R.A.	*Principals' Questionnaire*	
			Bosetti, R.A.	*Superintendents' Questionnaire*	
			Bosetti, R.A.	*Principals' Expectations Questionnaire*	
Boyko, S.	M.Ed. 1959	Current Practices in Extracurricular Activities in Alberta Centralized Schools	Boyko, S.	*Current Practices in Extra-curricular Activities in Alberta Centralized Schools*	153
Breitkreuz, E.A.	M.Ed. 1967	An Analysis of School Influence and Subgroup Structures	Bezeau, L.M.	*School Organizational Questionnaire*	183
Brewer, B.N.	M.Ed. 1962	The Elementary Principalship in Interior British Columbia: A study of Role Conflict		+*A Comparison of Expectations Held for the B.C. Elementary School Principal*	150
			Brewer, B.N.	*Principals' Data Sheet*	
Bride, K.W.	M.Ed. 1962	Public Attitudes Toward Schools in Lethbridge Division No. 7		+*Attitude Toward Schools*	148
			Bride, K.W.	*Parent Opinionnaire*	
			Bride, K.W.	*Student Opinionnaire*	
			Bride, K.W.	*Teacher Opinionnaire*	

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Brown, A. F.	Ph.D. 1961	The Differential Effects of Stress Inducing Supervision on Classroom Teacher Behavior	Brown, A. F.	Student Biographical Index	186
				Taylor Anxiety Scale	
			Gough, et al.	California Psychological Inventory	
				Edwards Personal Preference Schedule	
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				Student Teaching Progress Report	187
Brown, H. C.	M.Ed. 1964	The Role of the Principal in Centralized Schools in a Rural Area in Saskatchewan	Brown, H. C.	The Role of the Principal	180
Bryce, R.	M.Ed. 1968	A Survey of School Board Bursaries in Alberta		+School Board Bursaries in Alberta	181
			Bryce, R.	Questionnaire to Student Recipients of School Board Bursaries	
			Bryce, R.	Superintendents' Questionnaire on School Board Bursaries	

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Cathcart, W. G.	M.Ed. 1967	An Investigation of Some of the Values Held by High School Students and Their Teachers		+Values Held by High School Students & Teachers	195
			Gough, H.	Home Index Scale	
			Cathcart, W. G.	Differential Values Inventory	154
			Friesen, et al.	High School Student Values Inventory	162
Chalmers, H.	M.Ed. 1968	Student Perception of the Teacher Image	Friesen, et al.	High School Student Values Inventory	162
Chandler, B. A.	M.Ed. 1968	An Investigation of the Information Flow Process of School Boards	Chandler, B. A.	School Board Operation and Pre-Meeting Preparation	182
Coffin, E. R.	M.Ed. 1959	An Investigation of the Amount of Knowledge Concerning the School System Possessed by the Public	Coffin, E. R.	Public Information Survey	176

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Collins, C. P.	Ph.D. 1958	The Role of the Provincially-Appointed Superintendent of Schools in Larger Units of Administration in Canada	Collins, C. P.	+Role and Function of Superintendents	179
			Collins, C. P.	Role of Provincially Appointed Superintendents	
			Collins, C. P.	Superintendents' Interview Schedule	
			Collins, C. P.	Chief Superintendents'--Interview Schedule	
Cooper, W. M.	M.Ed. 1966	An Investigation of Employer-Employee Relationships in Alberta School Jurisdiction	Cooper, W. M.	Teacher-Trustee Relationships	193
Coulter, F.	M.Ed. 1968	Attitudes Toward Innovation of High School Principals in Victoria, Australia	Coulter, F.	Principal Opinion of Innovation	173
			Gough, *et al*.	California Psychological Inventory	
			Coulter, F.	Cosmopoliteness Questionnaire	
Daneliuk, C.	M.Ed. 1968	An Empirical Study of the Alienation and Organizational Integration of Teachers	Halpin, *et al*.	Alienation and Organizational Integration	147
			Miklos, E.	Principal Orientation Questionnaire	174
			Halpin, *et al*.	Organizational Climate Questionnaire	170

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Davis, J. E	M.Ed. 1962	Criteria and Procedures Used in Selecting Administrative Personnel in Large Urban School Systems in Eastern Canada		+Procedures and Criteria Used in Selecting Administrative Personnel	175
			Davis, J.E.	Superintendents--Selection of Administrators	
			Davis, J.E.	Principals--Selection of Administrators	
Deleff, A.	M.Ed. 1966	The Role of the Cooperating Teacher	Deleff, A.	+Expectations and Perceptions for the Role of the Cooperating Teacher	157
Deutscher, E. L.	M.Ed. 1965	An Analysis of Time Allocation and Schedule Practices in the Junior High Schools of Alberta	Deutscher, E.L.	Time Allocation and Scheduling Practices	194
Duke, W.R.	M.Ed. 1966	The Parkland Regional Library	Duke, W. R.	School Library Facilities and Services	183
Dupuis, J. R. P	Ph.D. 1958	A Study of the Rate of Return on Investment in Graduate Studies in Educational Administration		+Rate of Return on Investment in Graduate Studies	178
			Dupuis, J.R.P.	Information Sheet	
			Dupuis, J.R.P.	Individual Statements on the Financial Aspects of Graduate Studies in Educational Administration at the University of Alberta 1962-67	

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Earle, J. E.	Ph.D. 1968	Sources of Influence for Instructional Innovations in Canadian Urban School Systems as Perceived by Superintendents	Earle, J. A.	*An Inventory of Instructional Innovations*	163
			Earle, J. A.	*A Program Development Form*	
Ede, W. J.	M.Ed. 1967	The Identification of Future Dropouts by the Analysis of Elementary School Records	Ede, W. J.	*The Identification of Future School Dropouts*	163
Eddy, W. P.	Ph.D. 1968	The Relationship of Local Cosmopolitan Role Orientation to Organizational Characteristics of Schools	Eddy, W. P.	*Local Cosmopolitan Role Orientation*	168
				Principals' Perception of Teachers	
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				School Bureaucracy Inventory	182
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				Principals' Reaction to Teachers	
Ellis, J. R.	M.Ed. 1967	A Study of the Career Mobility of Principals in Large Urban School Centres in Western Canada	Ellis, J. R.	*Principals' Career Mobility Questionnaire*	173

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Elliot, A. H.	M.Ed. 1963	Some Effects of Programmed Instruction on Grade VIII Language		California Achievement Test in Language, Junior High Level, 1957 Edition Form W	
Enns, F.	M.Ed. 1959	A Survey of the Present status of the Vice-Principal in Divisional and County Schools of Alberta		+The Status of the Vice-Principal	183
			Enns, F.	Questionnaire to Vice-Principals	
			Enns, F.	Questionnaire to Principals	
			Enns, F.	Questionnaire to Superintendents	
Ethier, G.	M.Ed. 1968	Expectations of School Board Chairman for the Role of Directour General Des Ecoles of the Catholic Regional School Boards of Quebec		+Role of Directeur General	179
			Ethier, G.	School Board Chairman's Questionnaire	

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Evans, W. H.	M.Ed. 1962	Certain Grouping Combinations Used in Split Grade Classes in the Elementary School		Edmonton Arithmetic Survey Tests Grade V. Fall Survey Form	
				Edmonton Arithmetic Achievement Tests Grade V Spring Final Form	
			Tiegs, *et al*.	The California Elementary Reading Test for Grade V Fall Survey Form	
			Tiegs, *et al*.	The California Elementary Test for Grade V Spring Final Form	
				Van Wagenen Unit Scale Reading Test for Division II Form A & B	
				Edmonton Arithmetic Achievement Test for Grade VI Fall Survey Form, Spring Final Form	
Ewasiuk, D.	M.Ed. 1966	The Relationship of Role Perceptions of Principals to Selected Characteristics of Schools and Principals	Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170
			Ewasiuk, D.	*Organizational Climate Description Questionnaire - Principals' Characteristics*	

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Fast, R.G.	M.Ed. 1964	Leader Behavior of Principals as it Relates to Teacher Satisfaction	Halpin, et al.	Leader Behavior Description Questionnaire	166
			Moyer, D.C.	Moyer's Teacher Satisfaction Scale	
			Fast, R.G.	Personal Data Questionnaire	
Fenske, M.R.	M.Ed. 1961	An Analysis of the Workweek of a Sample of Central Alberta High School Teachers	Fenske, M.P.	+Teachers' Work Load Teacher Questionnaire	193
			Fenske, M.R.	Questionnaire for Principals	
			Fenske, M.R.	Reliability Check Through Principals	
Fenske, Melvin	M.Ed. 1963	Administrative Duties of Principals and Vice-Principals in an Alberta School Division		+Administrative Duties of Principals & Vice-Principals	145
			Fenske, M.	Sample Diary Form	
			Fenske, M.	Diary Summary	

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Fletcher, A. R.	M.Ed. 1966	A Study to Compare Grade VII Achievement in the British Columbia Peace River Area with Selected Factors		+Student Location Record	186
			Fletcher, A. R.	Pupil Questionnaire	
Finlay, J. H.	M.Ed. 1961	Expectations of School Boards for the Role of the Provincially Appointed Superintendent of Schools in Alberta	Finlay, J. H.	The Role of the Superintendent	180
Formanck, S. C.	M.Ed. 1965	An Investigation of the Assistance Received by Beginning Elementary School Teachers in the Calgary Public School System		+Assistance to Beginning Teachers	147
			Formanck, S. C.	Interview Instrument	
Francoeur, K.	M.Ed. 1963	Factors of Satisfaction and Dissatisfaction in the Teaching Profession	Francoeur, K.	Teachers' Check List of Factors Productive of Satisfaction or Dissatisfaction in the Teaching Profession	191
			Chase, F.	Teachers' Check List of Conditions Productive of Satisfaction in Teaching	

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Gilbert, L. L.	M.Ed. 1968	A Study of Teacher Utilization of Time in a Conventional School and in a Team Teaching School		+*Teacher Time Utilization*	193
			Gilbert, L. L.	*Teacher Questionnaire*	
			Gilbert, L. L.	*Observation Data Sheet*	
Girard, D. A.	Ph.D. 1967	Dual Leadership: A Study of Instrumental and Expressive Dimensions of Principal and Vice-Principal Leader Behavior	Halpin, *et al.*	*Leader Behavior Descriptive Questionnaire* Form XII	166
			Halpin, *et al.*	*Leadership Opinion Questionnaire*	167
			Girard, D. A.	*Supplementary Data Sheet*	
Golan, H. R.	M.Ed. 1967	Opportunity to Try the Matriculation Program in Alberta Schools		+*Selection Practices Survey*	184
			Golan, H. R.	*Principals' Selection Practices Survey Questionnaire*	
			Golan, H. R.	*Expectancy Charts Used by Principals*	
Greenfield, T. B.	M.Ed. 1961	Teacher Leader Behavior and Its Relation to Effectiveness as Measured by Pupil Growth	McBeath, A. G.	*Teacher Leader Behavior Description Questionnaire*	191
			Halpin, *et al.*	*Leader Behavior Description Questionnaire*	166

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Greenfield, T. B.	Ph.D. 1963	Systems Analysis in Education: A Factor Analysis and Analysis of Variance of Pupil Achievement	Greenfield, T.B.	A System Analysis of Structure and Organization in Education - Principals' Questionnaire	189
			Greenfield, T.B.	A System Analysis of Structure and Organization in Education - Teachers' Questionnaire	189
			Greenfield, T.B.	The Pupil Attitude Questionnaire	189
				The Sequential Test of Educational Progress: Reading	
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Gue, L. R.	Ph.D. 1967	A Comparative Study of Value Orientations in an Alberta Indian Community		+Value Orientations in an Alberta Indian Community	195
			Gue, L. R.	Parent's Interview Schedule	
			Gue, L. R.	Pupil's Questionnaire	
			Gue, L. R.	Teachers' and Administrators' Questionnaire	
			Kluckholm, F.	Kluckholm Questionnaire	
Guy, A. J. H.	M.Ed. 1967	The Relation of the Principal's Perception of the Characteristics of the Division II Curriculum and the Extent of the Implementation of the Program in Saskatchewan Schools	Guy, A. J. Y.	+Principals Perception of the Division II Curriculum and the Extent of Its Implementation	174
Hall, H. J.	M.Ed. 1956	Insurance Practices and Experience of Division and County School Systems in the Province of Alberta	Hall, H. J.	Insurance Practices and Insurance Questionnaire	164

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Hamilton, W. L.	M.Ed. 1966	The Perceptions of Problems Associated with Inter-group Relations in Integrated Schools		+*Inter-group Relations*	165
			Hamilton, W. L.	*Indian Students' Questionnaire*	
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			Hamilton, W. L.	*Teachers' Questionnaire*	
			Rokeach, M.	Dogmatism Scale	
			Levinson, D. J.	Revised Ethnocentrism Scale	
			Rokeach, *et al.*	Belief Congruence Scale	
Harrison, R. E.	M.Ed. 1965	An Analysis of the Weekly Work-load of Nova Scotia High School Principals		+*Principals' Work Load*	175
			Harrison, R. E.	*Principals' Questionnaire*	
Hastings, I.	M.Ed. 1966	A Study of the Operation of School Boards in the Large Rural School Units in Alberta	Hastings, I.	*A Study of the Operation of School Boards in the Large Rural School Units in Alberta*	187
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Harvey, R. F. E.	Ph.D. 1965	School Organizational Climate and Teacher Classroom Behavior	Ryans, *et al*.	*Classroom Observation Record*	
			Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170
			Harvey, R.F.E.	*Biographical Information*	
Hemphill, H. D.	M.Ed. 1966	A Survey and Analysis of the Adoption of Automatic Data Processing in Canadian School Districts		+*Automatic Data Processing*	148
			Hemphill, H. D.	Questionnaire - Survey of Automatic Data Processing Use	
Hemphill, H. D.	Ph.D. 1968	The Structure of Interaction at School Board Meetings	Bales, R. F.	*Interaction Process Analysis*	
			Hemphill, H. D.	*Personal Information Questionnaire*	
Hewko, W. M.	M.Ed. 1965	An Analysis of the Role of Junior High School Coordinator	Hewko, W. M.	*Role of the Coordinator in the Junior High School*	178
Hohn, E. G.	M.Ed. 1964	A Study of the Causes of Teacher Transfer in a School System	Hohn, E. G.	*Teacher Mobility Questionnaire*	191
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Holdaway, E. A.	M.Ed. 1966	An Analysis of Some Factors Affecting Innovation in Elementary Schools		+*Factors Related to Innovativeness*	160
			Holdaway, *et al*.	*Principal's Characteristics Questionnaire A*	
			Holdaway, *et al*.	*Principal's Characteristics Questionnaire B*	
			Holdaway, *et al*.	*Schedule of Interview Conducted with Principals*	
Holdaway, E. A.	Ph.D. 1968	An Analysis of the Verbal Moves in School Board Meeting Interaction		+*School Board Study*	182
			Holdaway, E. A.	*Recording and Analysis Sheet*	
			Holdaway, E. A.	*Personal Data Questionnaire*	
			Holdaway, E. A.	*School Board Study Questionnaire*	
Holt, P. W. R.	M.Ed. 1962	Administrative Practices Concerning the Educable Mentally Retarded in Selected Canadian Public Schools		+*The Educable Mentally Retarded*	154
			Holt, P.W.R.	*Administrative Practice Concerning the Educable Mentally Retarded* (Questionnaire Prov. Dept. of Education) (Continued)	

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Holt, P. W. R. (Continued)			Holt, P.W.R.	Questionnaire to School Systems which Provide for Educable Mentally Retarded (Questionnaire to Superintendents)	
			Holt, P.W.R.	Questionnaire to Teachers of Mentally Retarded Pupils	
Horowitz, M.	M.Ed. 1959	A Survey of Administrative Practices in Schools for the Mentally Retarded		+Administrative Practices in Schools for Mentally Retarded	146
			Horowitz, M.	Questionnaire - For Teachers	
			Horowitz, M.	Questionnaire - To Provincial Associations	
House, J. H.	Ph.D. 1966	An Analysis of Interpersonal Influence Relations Within a School Organization	House, J. H.	Interpersonal Relationships Questionnaire	165
			House, J. H.	Interview Schedule	
Hooge, H. H.	M.Ed. 1967	The Role of the Elementary School Principal in British Columbia	Hooge, H. H.	A Comparison of Expectations Held for the B.C. Elementary School Principal (Questionnaire)	150

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Housego, I. E.	M.Ed. 1968	Alberta Composite High Schools and Gifted Youth		+Programs for Gifted Youth	176
			Housego, I. E.	Interview Schedule - Principal	
			Housego, I. E.	Guidance Coordinator Interview	
			Housego, I. E.	Teacher Questionnaire	
			Housego, I. E.	Student Interview	
Horovatin, J. D.	M.Ed. 1968	A Study of the Process of Curriculum Planning and Development in Canadian Provincial Departments of Education		+Process of Curriculum Planning and Development	175
			Horovatin, J. D.	Questionnaire to Directors of Curriculum	
Hrabi, J. S. T.	M.Ed. 1968	A Comparative Study of Male Discipline and Non Discipline Cases in a Selected Composite High School		+Discipline and Non-discipline Cases	154
			Hrabi, J.S.T.	Form for Gathering Data on Discipline Cases	
			Hrabi, J.S.T.	Form for Gathering Data on Non-discipline Cases	

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Hrynyk, H. L.	M.Ed. 1963	Supervisory Needs: West Jasper Place Public Schools		+Supervisory Needs	188
			Hrynyk, H. L.	Questionnaire to Teachers	
			Hrynyk, H. L.	Questionnaire to Principals	
Hrynyk, N. P.	M.Ed. 1962	A Descriptive Survey of School Division Secretary-Treasurers		+School Division Secretaries	183
			Hrynyk, N. P.	A Descriptive Survey of School Division Secretaries - Questionnaire	
Hrynyk, N. P.	Ph.D. 1966	Correlates of Professional Role Orientation in Teaching	Corwin, R. G.	Professional Role Orientation Scale	176
			Hrynyk, N. P.	Teacher Opinion Questionnaire	191
Hudson, D. E.	M.Ed. 1966	Student, Parent and Teacher Attitudes Toward the Pre-employment Classes in the Edmonton Public School System		+Attitudes Toward Pre-employment Classes	148
			Hudson, D. E.	Inventory of Parent Opinion	
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			Hudson, D. E.	Inventory of Teacher Opinion	
			Hudson, D. E.	Former Student Inventory	

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Husby, R. J.	M.Ed. 1965	The Management of Internal School Funds		+Management of Internal School Funds	168
			Husby, R. J.	Questionnaire to Principals	
Hutton, E.	M.Ed. 1960	Extra-Curricular Activities in St. Joseph's Boys High School		+Extra-Curricular Activities	159
			Hutton, E.	Interview Questions	
			Hutton, E.	Teacher Questionnaire	
			Hutton, E.	Student Questionnaire	
			Hutton, E.	Extra-Curricular Activities Record Sheet	
Ingram, E. J.	M.Ed. 1961	Public Attitudes Toward Education as a Basis for a Public Relations Program		+Brimacombe Attitude Scale	149
			Brimacombe, A.	Attitude Scale	
Ingram, E. J.	Ph.D. 1965	Member Involvement in the Alberta Teachers' Association		+Member Participation in the ATA	168
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Ingram, E. J.	(Continued)		Ingram, E. J.	*Inventory of Expected Member Participation in the Alberta Teachers' Association*	
			Ingram, E. J.	*Inventory of Member Involvement in the Alberta Teachers' Association*	
			Ingram, E. J.	*Participation and Commitment Rating Scale*	
Irwin, M. E.	M.Ed. 1965	An Analysis of the Work Load of High School Physical Education Teachers	Irwin, M. E.	*Work Load Questionnaire*	196
Keeler, B. T.	Ph.D. 1961	Dimensions of the Leader Behavior of Principals, Staff Morale and Productivity	Keeler, B. T.	*Leader Behavior Description Questionnaire*	166
			Keeler, B. T.	*Keeler Scale for the Cohesiveness and Induction of Teaching Staffs*	165
Keis, N.	M.Ed. 1967	Relationships Between the Organizational Climate of Schools and the Degree of Staff Turnover	Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170

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			Kelland, N.	Questionnaire to Parents	
			Kelland, N.	Questionnaire to Teachers	
			Kelland, N.	Questionnaire to Students	
Kilback, D. V.	M.Ed. 1966	A Study of Rural High Schools in Alberta		+Alberta Rural High School Study	146
			Kilback, D. V.	Principals' Questionnaire	
			Kilback, D. V.	Superintendents' Questionnaire	
Kitchen, H. W.	M.Ed. 1962	An Investigation of the Research Priorities of Crucial Problems in Educational Administration in Canada		+Crucial Problems in Educational Administration in Canada	153
			Kitchen, H. W.	The First Questionnaire	
			Kitchen, H. W.	The Crucial Problems in Educational Administration in Canada (CPEAC) Questionnaire	
			Kitchen, H. W.	Research Expert Questionnaire	

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Kitchen, H. W.	Ph.D. 1966	Relationships Between the Value Orientations of Grade IX Pupils in Newfoundland and the Characteristics of Their Primary and Secondary Groups		+*Relationship Between Value Orientations and Characteristics of Primary and Secondary Groups*	178
			Kitchen, H. W.	*Students Questionnaire*	
			Kitchen, H. W.	*Community Questionnaire*	
			Kluckholm, F.	Kluckholm Scales	
Klufas, H.	M.Ed. 1964	An Analysis of the Relationship between Four Selected Characteristics of Teachers and the Results of Their Students in the Final Examinations in Physics 30		+*Four Selected Characteristics of Teachers*	160
			Klufas, H.	Questionnaire sent to Principals Regarding Physics 30 Teachers for the School Term 1960-1961	
Kolesar, H.	Ph.D. 1967	An Empirical Study of Client Alienation in the Bureaucratic Organization	Hall, *et al*.	*School Organizational Inventory*	183
			Kolesar, H.	*Pupil Attitude Questionnaire*	177

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Konrad, A. G.	M.Ed. 1961	Public Support of Private Education. An Analysis of Practice and Opinion in Alberta and British Columbia	Konrad, A. G.	Public Support of Private Elementary and Secondary Schools Questionnaire	176
			Jones, R. D.	Jones' Questionnaire for Administrators	
			Jones, R. D.	Jones' Questionnaire for Chief State Administrators	
Kowalski, A. E.	M.Ed. 1965	An Analysis of Teachers' Perceptions of and Participation in Community Decision Making	Kowalski, A. E.	Teacher Interview Schedule and Questionnaire for the Study of Community Power Structure and the Degree of Teacher Participation in Community Affairs	150

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Kratzman, A.	M.Ed. 1958	A Descriptive Survey of the Extra Curricular Programs of the Composite High Schools of Alberta		+*Extracurricular Programs of the Composite High Schools*	159
			Kratzman, A.	*Administrators Interview Schedule*	
			Kratzman, A.	*Questionnaire for Sponsors*	
			Kratzman, A.	*Questionnaire for Extra Curricular Student Leaders*	
Kravetz, G.	M.Ed. 1961	An Evaluation of the Effectiveness of the Use of Films in Divisional and County Schools in Alberta		+*Film Utilization*	160
			Kravets, G.	*General Questionnaire Principals*	
			Kravetz, G.	*General Questionnaire Teacher*	
			Kravetz, G.	*Utilization Questionnaire - Principal*	
			Kravetz, G.	*Utilization Questionnaire - Teacher*	

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Kuefler, Sister M. C.	M.Ed. 1959	A Study of the Orientation Procedures for New Teachers in Selected School Systems		+Orientation of New Teachers	170
			Kuefler, M. C.	Questionnaire for Principals and Teachers	
			Tower, M. M.	Orientation and In-service Questionnaire	
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Ledgerwood, C. D.	M.Ed. 1963	Some Personal and Professional Characteristics of Alberta School Principals 1958		+Characteristics of Alberta School Principals	149
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Letts, A. B.	M.Ed. 1968	The Characteristics of Students in Alberta Junior Colleges	Letts, A. B.	Post Secondary Education and Student Inventory	171
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Longmore, A. J.	M.Ed. 1968	A Survey of the Status and Role of Vice Principals in Selected School Districts of British Columbia		+The Status and the Role of the Vice-Principal	186
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MacKay, D. A.	Ph.D. 1964	An Empirical Study of Bureaucratic Dimensions and their Relation to Other Characteristics of School Organization	Hall, R. H.	*The Organizational Inventory*	170
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Maertz, S. G.	M.Ed. 1966	An Analysis of School Board Decisions in Selected Alberta Divisions and Counties		+*School Board Decisions*	181
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Malmberg, H.	M.Ed. 1959	The Principal as a Supervisor of Instruction in the Regional School District of New Brunswick		+The Principal as a Supervisor of Instruction	174
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Mansfield, E. A.	Ph.D. 1967	Administrative Communication and the Organizational Structure of the School	Mansfield, E. A.	Organizational Structure Questionnaire	170
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Marles, J. D.	M.Ed. 1963	Extracurricular Activities in Edmonton Junior High Schools		+Extracurricular Activities in Edmonton Junior High Schools	159
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			Marles, J. D.	Questionnaire for Pupils	
			Marles, J. D.	Interview Guide - Central Office Administrators	
			Marles, J. D.	Questions to be asked of all respondents	
Martins, P. P.	M.Ed. 1964	Central School Boards in Saskatchewan		+Central and Unit Board Operations	149
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Martin, J. M.	M.Ed. 1964	A Study of Parent Teacher Conferences in the County of Ponoka		+Parent Teacher Conferences	171
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Martin, S. W.	Ph.D. 1968	A Political Systems Analysis of an Urban School Board		+Political Systems Systems Analysis of an Urban School Board	172
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Matson, O. L.	M.Ed. 1964	Conflict in the Executive Function of the Administration of the Large School Units of Alberta		+Conflict in the Executive Function	151
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McGillivray, W.R.	M.Ed. 1966	A Survey of Supervisory Assistance as Perceived by Beginning Teachers in Selected Urgan High Schools in Ontario	McGillivray, W. R.	+Supervisory Assistance as Perceived by Beginning Teachers	188
McInnis, W. R.	M.Ed. 1962	A Descriptive Survey of the Organization, Functions and Operation of Collegiate Institute Boards in the Smaller Cities of Saskatchewan	McInnis, W. R.	Board Operation - Collegiate Interview - Administrative Responsibility Check List	
			McInnis, W. R.	Board Operation - Collegiate Administrator Activity Log	
			McInnis, W. R.	Board Operation - Collegiate Board Meeting Survey	

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McKague, T. R.	Ph.D. 1968	A Study of the Relationship Between School Organizational Behavior and the Variables of Bureaucratization and Leader Attitudes	Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170
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			Fiedler, F. E.	*Least Preferred Co-worker Rating Scale*	167
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McKendry, T.	M.Ed. 1964	A Survey and Analysis of the Activities of Edmonton's Home and School Associations	McKendry, T.	+*Activities of Edmonton's Home and School Questionnaire*	145
McLeod, J. D.	M.Ed. 1959	The Urban Assistant Principal of Elementary and Elementary Junior High Schools	McLeod, J. D.	+*Urban Assistant Principal Vice-Principals' Duties Questionnaire*	194
McLoughlin, R. I.	M.Ed. 1965	A Study of the Role of Supervisor of Elementary Instruction	McLoughlin, R.I.	*Expectations for the Behavior of Supervisors of Elementary Instruction*	156

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Melnychuk, R. S.	M.Ed. 1964	Academic Achievement of Pupils in the Edmonton Continuous Progress Plan		Iowa Tests of Basic Skills	
			Tiegs, *et al.*	California Reading Test	
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			Scott Forman & Co.	Seeing Through Arithmetic Tests	
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			Cuthbertson, *et al.*	Edmonton Social Studies Tests	

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Menear, D. W.	M.Ed. 1960	Parent Opinion and Pupil Achievement	Menear, D. W.	Teachers' Ranking Scale	
			Menear, D. W.	Parents' Rating Scale	
			Brimacombe, A.K.	Alberta Attitude Scale	
Miklos, E.	Ph.D. 1963	Dimensions of Conflicting Expectations and the Leader Behavior of Principals	Miklos, E.	*Expectations for Principal Leader Behavior*	157
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Millar, D. E.	M.Ed. 1968	The Relationship Between Academic Achievement and The Organizational Climate of Schools	Halpin, *et al.*	*Organizational Climate Description Questionnaire*	170
Mitchell, R. J.	M.Ed. 1968	Inter-divisional Conflict within a Complex Secondary School Organization - A Case Study		+*Inter-divisional Conflict within a School*	164
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Morin, L. H.	M.Ed. 1964	The Principals Perception of His Role	Morin, L. H.	*The Principals' Perception of His Role* Questionnaire	174
Morris, D. V.	M.Ed. 1963	Staff Characteristics and Principal Leadership	Hemphill, *et al*.	*Leader Behavior Description Questionnaire*	166
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Myhre, A. R.	M.Ed. 1961	A Survey of Practices and Principles Involved in the Writing and Revision of School Board Policy Handbooks	Myhre, A. R.	Questionnaire on *School Policy Handbooks*	184

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Pitsula, M.	M.Ed. 1966	An Analysis of the Role of Supervisory Assistants in Large Administrative Units in Saskatchewan		+Tasks of Sask. Supervisory Assistants	189
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Plaxton, R. P.	M.Ed. 1965	Personality of the Principal and School Organizational Climate	Halpin, *et al.*	Organizational Climate Description Questionnaire	170
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Pyra, J. F.	M.Ed. 1965	A Study of Relationships Between School Climate Characteristics and Student Attitudes Toward the School	Halpin, *et al.*	Organizational Climate Description Questionnaire	170
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Ratsoy, E. W.	Ph.D. 1965	A Comparative Cross Sectional Study of Attitudes of Prospective Teachers	Ratsoy, E. W.	Education Student Attitude Inventory	155
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Robb, A.	M.Ed. 1962	A Comparison of Counselling Services in Selected Collegiates in Saskatoon and Regina		+Counselling Services	152
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Ross, D. H.	M.Ed. 1965	A Comparative Study of Interclass Grouping and Non-grouping in Grade Seven Achievement		Iowa Silent Reading Test	
				Otis Quick Scoring Mental Ability Test	
Rousseau, J. G.	M.Ed. 1968	Some Aspects of the Role of Selected Deputy Ministers of Education	Rousseau, J. G.	+*The Role of Selected Deputy Ministers of Education*	180

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Sampson, L. P.	Ph.D. 1965	A Survey of the Method of Selection and the Conditions of Employment of Provincially Employed Superintendents and Inspectors of Schools in English Speaking Provinces of Canada		+Methods of Selection and Conditions of Employment of Provincially Employed Superintendents and Inspectors	169
Scharf, M. P.	Ph.D. 1967	An Investigation of the Relationship Between the Professional Role Orientation and Social Structure of Teacher Groups	Hrynyk, N. P.	Professional Role Orientation Scale	176
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Schindeler, A.	M.Ed. 1967	A Survey of Teacher Placement Practices in County and Divisional Schools in Alberta	Schindeler, A.	*Teacher Placement Questionnaire*	192
Schindelka, D.J.J.	M.Ed. 1968	The Characteristics of Students in the Alberta Institutes of Technology	Schindelka, D.J.J.	*Post Secondary Education Student Inventory*	171
Schmidt, W. G.	M.Ed. 1967	The Relationship Between Certain Aspects of Leader Behavior and Organizational Climate	Halpin, *et al*.	*Leader Behavior Description Questionnaire*	166
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Schmit, D. A.	M.Ed. 1968	A Study of Teacher Satisfaction in Relation to Professional Orientation and Perceived Hierarchical Authority in the School	Schmit, D. A.	Organizational Authority Inventory	
			MacKay, D. A.	Organization Inventory	
			Schmit, D. A.	Satisfaction Scale	
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			Sherritt, N. A.	*Parents' Questionnaire on Extra-curricular Activities*	
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Sherk, H. G.	M.Ed. 1964	The Role of the Alberta Superintendent	Sherk, H. G.	*Expectations and Perceptions of Principals for the Role of the School Superintendent*	157
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				Edmonton Separate School Elementary Standardized Tests	
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			Brackman, M. A.	Pupil Mobility Questionnaire to Parents	177
Siska, G. E.	M.Ed. 1967	A Survey of Centralized Library Services in Alberta Schools and Library Utilization in Senior High Schools	Siska, G. E.	Library Survey of Unit School Systems	167
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Schreiber, F. O.	M.Ed. 1967	Attitude Congruency and its Relationship to Student Teaching Success	White,	Student Teaching Progress Report	187
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Sroypan, L.	M.Ed. 1968	An Investigation of Student Selection Practices in Edmonton Composite High Schools		+Student Selection Practices	187
			Sroypan, L.	Interview Schedule	
Snelgrove, V. J.	M.Ed. 1965	A Study of the Administrative Role of the District Supervising Inspector in Newfoundland	Snelgrove, V. J.	Role of Supervising Inspector	181
Shymoniak, L. R.	M.Ed. 1968	A Study of Differences in the Perception of Adjustment Needs and Difficulties of New Immigrant Teachers	Shymoniak, L. R.	Questionnaire for Teachers Newly Arrived in Alberta	177

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Stafford, H. D.	M.Ed. 1964	Expectations of School Trustees for the Role of the District Superintendent of Schools in British Columbia	Findlay, J. H.	Expectations of School Trustees for The Role of the District Superintendent of Schools	158
Stewart, R. C.	M.Ed. 1963	A Description and Appraisal of Enrichment Provided for and Facilitated in Special Class Programs for Academically Talented Pupils in the Saskatoon Public Elementary School System	Stewart, R. C.	Pupil Profile	
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Stewart, L. D.	M.Ed. 1961	An Analysis of the Role of the Assistant Superintendent in Alberta School Divisions and Counties		+The Role of the Assistant Superintendent in Alberta	178
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Stewart, A. N.	M.Ed. 1966	The Leader Behavior of Elementary School Principals in Western Australian Schools and its Relationship to Effectiveness	Stogdill, R. M.	Leader Behavior Description Questionnaire	166
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St. James, A. M.	Ph.D. 1966	An Investigation of Participation by Community Groups in the Decision Making Process in Elected, Partly Elected and Appointed School Boards		+Participation of Community Groups in the Decision Making Process of School Boards	171
			St. James, A. M.	School Board Questionnaire	
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Strandberg, L. A.	M.Ed. 1966	The Relation of Pupil Achievement in Science to Teacher Characteristics and Certain Environmental Conditions	Cameron Commission Report	Survey on Alberta Teacher Force Individual Teachers' Report	189
Stringham, B. L.	M.Ed. 1966	An Analysis of Factors Affecting Per Pupil Costs of Instructional Supplies in Selected Alberta School Systems	Stringham, B. L.	+Purchasing Procedures Questionnaire	177

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Stryde, S. J.	M.Ed. 1966	Relationships Between the Perceptions of the Organizational Climates of Schools Held by Principals and by Members of the Teaching Staffs	Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170
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Thompson, H.	M.Ed. 1964	Leadership and the Provincial Superintendent	Thompson, H.	*District Superintendent Leader Behavior Description Questionnaire*	154
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Thornton, M. F.	M.Ed. 1967	Values and the Perception of Leader Behavior	Prince, R.	*The Differential Values Inventory*	154
			Halpin, *et al*.	*The Leader Behavior Description Questionnaire*	166
			Thornton, M. F.	*General Principal Questionnaire*	
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Toews, H.	M.Ed. 1959	A Survey and Evaluation of Alberta Divisional and County Principals Associations		+*Principals' Associations*	172
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			Toews, H.	*Questionnaire to Chairmen of School Boards and School Committees re: Principals' Associations*	
			Toews, H.	*Evaluation of Principals' Associations by Educational Authorities*	
Uhlman, C. C.	M.Ed. 1966	An Analysis of the Expectations of School Board Members for the Role of Supervising Principal in Nova Scotia	Uhlman, C. C.	+*Expectations of School Board Members for the Role of the Supervising Principal*	158
Von Fange, E. A.	Ph.D. 1961	Implications for School Administration of the Personality Structure of Educational Personnel	Myers, I. B.	*Myers-Briggs Type Indicator*	169
			Von Fange, E.A.	*Education Student Questionnaire*	155
			Andrews, J.H.M.	*Teacher Satisfaction Questionnaire*	192
			Andrews, J.H.M.	*Teacher Background Information Questionnaire*	190

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Wallin, H. A.	M.Ed. 1962	Nominations as a Technique for Identifying Potential Principals		+Principal Identification Study	173
			Wallin, H. A.	Nomination Form and Biographical Data Sheet	
Walls, R. B.	M.Ed. 1960	Evaluation of Supervision in the Calgary Public Elementary and Junior High Schools		+Evaluation of Supervision	156
			Walls, R. B.	Principals' 1957 Opinionnaire	
				Modified Rating Scale of Employee Characteristics (Safran Index)	
				Stage 2 of Evaluation of Supervision 1957-58	
				Stage 1 (59) of Evaluation of Supervision	
Ward, C. M.	M.Ed. 1962	A Survey and Evaluation of Graduation Functions Held by Selected Alberta High Schools		+Graduation Functions in Selected Alberta High Schools	161
			Ward, C. M.	Questionnaire Regarding Graduation Functions in Selected Alberta High Schools	

Researcher	Degree	Topic	Author of Instrument	Instrument	Thesis Page
Ward, K. L.	M.Ed. 1967	Team Teaching in Western Canada		+*Team Teaching Questionnaire*	194
			Ward, K. L.	*Superintendents' Questionnaire*	
			Ward, K. L.	*Team Teaching Questionnaire*	
Warren, P. J.	M.Ed. 1959	Leadership Expectations of the Principal in Newfoundland's Regional and Central High Schools as Perceived by Principals and Staffs	Warren, P. J.	*Leadership Expectations of the Principal in Newfoundland's Regional and Central High Schools as Perceived by Principals and Staffs*	166
			Stogdill, *et al*.	*Leader Behavior Description Questionnaire*	166
				The Principal's Profile	
				The Principal's Behavior Check List	
Wetter, W. J.	M.Ed. 1966	The Role of the Elementary School Principal as Defined by Parents in Selected Attendance Areas	Wetter, W. J.	*Expectations Which Parents Hold for Elementary School Principals*	158
				Blishen Occupational Scale	

Researcher	Degree	Topic	Author of Instrument	Instrument	Thesis Page
Wiens, J.	Ph.D. 1967	Attitudes, Influences and Innovativeness: An Analysis of Factors Related to Innovativeness in Educational Organizations		+*Factors Related to Innovativeness*	160
			Wiens, J.	*Teacher Opinion Questionnaire*	191
			Wiens, J.	*Interaction Questionnaire*	
			Wiens, J.	*Teacher Practices Questionnaire*	
			Midwest Admin. Centre	*Teacher Satisfaction* Questionnaire	192
			Wiens, J.	*Teacher Background Information Questionnaire*	190
			Wiens, J.	*Principal Opinion Questionnaire*	
Williams, J. G.	M.Ed. 1967	Goals in Technical Education	Williams, J. G.	*The Chemtech Opinionnaire*	150
Wilson, K. A.	M.Ed. 1968	Principal's Perceptions of School Autonomy and the Relationship of These Perceptions to Selected Characteristics of Schools and Principals	Miklos, E.	*Autonomy of the Principal*	148
				CSA Clinic on Organizational Climate	153

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Wilson, W. G.	M.Ed. 1966	An Analysis of Changes in the Organizational Climates of Schools	Halpin, *et al*.	*Organizational Climate Description Questionnaire*	170
			Miklos, E.	Principals' Questionnaire A	
			Miklos, E.	Principals' Questionnaire B	
Worger, F. E.	M.Ed. 1958	An Investigation to Discover the Effectiveness of Teacherages as a Factor in the Retention of Administrative Staff in Centralized Schools		+*Teacherages as a Factor in the Retention of Administrative Staff*	194
			Worger, F. E.	*Superintendent and Secretary Interview Sheet and Check List*	
			Worger, F. E.	*Questionnaire to Principals and Vice-Principals*	
			Worger, F. E.	*Questionnaire to Members of Principals' Leadership Course*	

Researcher	Degree	Topic	Author of Instrument	Instrument	Thesis Page
Yakimishyn, M. P.	M.Ed. 1967	A Study of the Relationship Between Selected Characteristics and the Innovativeness of Junior High School Teachers		+*Innovativeness of Teachers*	163
			Yakimishyn, M.P.	*The Total Adoption Scale*	
			Yakimishyn, M.P.	*Teacher Questionnaire*	
			Ratsoy, E. W.	*Education Profession Attitude Questionnaire*	
			Yakimishyn, M.P.	*Principal's Questionnaire*	
			Yakimishyn, M.P.	*Superintendent's Questionnaire*	
Ziolkowski, E. H.	M.Ed. 1965	A Study of Practices Employed by High School Principals in the Supervision of Instruction	Ziolkowski, E.H.	*Practices Employed by High School Principals in the Supervision of Instruction - Teacher's Questionnaire*	172
			Ziolkowski, E.H.	*Principals' Questionnaire*	

APPENDIX B

A CLASSIFICATION OF TEST INSTRUMENTS USED IN RESEARCH IN EDUCATIONAL ADMINISTRATION AT THE UNIVERSITY OF ALBERTA

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Administrative Practices in Schools for the Mentally Retarded	146
Administrative Problems Related to Oral French	146
Alberta High School Study	146
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RESEARCH INSTRUMENTS USED IN EDUCATIONAL ADMINISTRATION

Activities of Edmonton's Home and School Associations (AEHS)

Origin - local
Purpose - descriptive
Topic - school and community
Population - secretaries of Home and School Associations
Form - questionnaire - facts, beliefs, feelings, present behavior, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal
Sub-scales - none used

Administration of Extracurricular Activity Programs (AEAP)

Origin - local
Purpose - descriptive
Topic - curriculum and instruction
Population - teachers and principals (elementary)
Form - interview, structured - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal
Sub-scales - organizational structure, supervision, participation, regulations, scheduling, finance, evaluation

Administrative Duties of Principals and Vice Principals (ADPV)

Origin - local
Purpose - descriptive
Topic - role
Population - principal - elementary, junior high, senior high
Form - anecdotal record - facts
Validity - face
Reliability - none stated
Scales - nominal
Sub-scales - none used

Administrative Practices in Schools for the Mentally Retarded (APSM)

Origin - local
Purpose - descriptive
Topic - organization
Population - principals, teachers (elementary)
Form - questionnaire - facts, open choice
Validity - face
Reliability - none stated
Scales - none used

Administrative Problems Related to Oral French (APOF)

Origin - local
Purpose - descriptive
Topic - organization
Population - superintendent, supervisor, principal (elementary)
Form - structured interview - facts, beliefs, feelings, present behavior
Validity - face
Reliability - none stated
Scales - nominal

Alberta High School Study (AHSS)

Origin - adaptation
Purpose - descriptive
Topic - values and attitudes
Population - Students (senior high)
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - none stated
Scales - ordinal summated

Alberta Rural High School Study (ARHS)

Origin - local
Purpose - descriptive
Topic - organization
Population - principal (senior high)
Form - questionnaire - facts, beliefs
Validity - face
Reliability - none stated
Scales - ordinal, itemized

Alienation - Organizational Integration Questionnaire (AOIQ)

Origin - adaptation
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - construct, face
Reliability - none stated
Scales - ordinal, summated

An Analysis of the Junior College in Alberta (AJCA)

Origin - local
Purpose - descriptive
Topic - organization
Population - principal, former students (post secondary)
Form - questionnaire - facts, beliefs, feelings, open choice
Validity - face
Reliability - none stated
Scales - nominal

Assistance to Beginning Teachers (ABT)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary)
Form - interview, structured - facts, beliefs, feelings, open choice
Validity - face
Reliability - none stated
Scales - none used

Attitude of Indian and Non-Indian Students (AINS)

Origin - local
Purpose - descriptive
Topic - values and attitudes
Population - students (junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - none stated
Reliability - none stated
Scales - ordinal

Attitudes Toward the Pre-employment Classes (ATPC)

Origin - local
Purpose - descriptive
Topic - school and community, values and attitudes
Population - parents, teachers, pupils, former students (junior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - ordinal, nominal, summated

Attitude Toward Schools (ATS)

Origin - local
Purpose - descriptive
Topic - school and community
Population - parents, students, teachers (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Automatic Data Processing (ADP)

Origin - local
Purpose - descriptive
Topic - innovation
Population - superintendents
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Autonomy of the Principal (AOTP)

Origin - local
Purpose - descriptive
Topic - role
Population - principal (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forcec choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated
Sub-scales - degree of autonomy, reactions and opinions, role relationships, school and personal data

Bureaucratic Characteristics in Educational Organization and Their Relationship to the Leader Behavior of the Superintendent (BCLB)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - organization, demographic
Population - principals, superintendent, other (elementary, junior high, senior high, other)
Form - questionnaire - facts, beliefs, feelings, present behavior, past behavior, forced choice
Validity - face
Reliability - internal consistency, corrected split half
Scales - ordinal, summated
Sub-scales - centralization, role performance, formalization, standardized procedures

The Brimacombe Attitude Scale (BAS)

Origin - local
Purpose - descriptive
Topic - school and community
Population - parents (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, summated

Central and Unit Board Organization (CUBO)

Origin - local
Purpose - descriptive
Topic - organization
Population - school board members
Form - questionnaire - facts, beliefs, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Characteristics of Alberta School Principals (CASP)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - principals (elementary, junior high, senior high)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal

The Chemtech Opinionnaire (CO)

Origin - local
Purpose - descriptive
Topic - curriculum and instruction
Population - teachers, principals, graduates, employers (post secondary)
Form - questionnaire - beliefs, feelings, forced choice, open choice
Validity - face
Reliability - non stated
Scales - ordinal, Q sort

Collegiate Board Operation (CBO)

Origin - local
Purpose - descriptive
Topic - school board
Population - principal, superintendent, board chairman, secretary treasurer
Form - unstructured interview, observation, facts
Validity - face
Reliability - none stated
Scales - nominal

Community Power Structure (CPS)

Origin - local
Purpose - descriptive
Topic - school and community
Population - teachers (elementary, junior high, senior high)
Form - interview, structured, facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

A Comparison of Expectations Held for the B.C. Elementary Principalship (CEEP)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers, principals, superintendents (elementary)
Form - questionnaire - facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - ordinal, summated

Conflict in the Executive Function (CTEF)

Origin - local
Purpose - descriptive
Topic - role
Population - superintendents, secretary treasurer
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

The Contribution of Extracurricular Activities to the Accomplishment of Educational Objectives (CEA)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - parents, high school graduates (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

Classroom Observation Record (COR)

Origin - commercial
Purpose - descriptive
Topic - organization
Population - students, teachers (elementary)
Form - observation
Validity - construct
Reliability - internal consistency, corrected split half
Scales - ordinal, graphic
Sub-scales - teacher behavior, pupil behavior

Confidential Report on Student Teaching (CRST)

Origin - local
Purpose - descriptive
Topic - achievement
Population - student teachers (post secondary)
Form - observation, structured
Validity - none stated
Reliability - none stated
Scales - none used

Counselor Interview Form (CIF)

Origin - local
Purpose - descriptive
Topic - role
Population - principal, counselor (junior high)
Form - interview, structured, facts, beliefs
Validity - face
Reliability - none stated
Scales - nominal

Counselling Services (CS)

Origin - local
Purpose - descriptive
Topic - organization
Population - principals, teachers, students, counselors (senior high)
Form - interview, structured, questionnaire, facts, beliefs, feelings, present behavior, past behavior
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Criteria Employed in Teacher Evaluation (CETE)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - inspectors
Form - questionnaire, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal

Criteria Relating to the Selection of Principals (CRSP)

Origin - adaptation
Purpose - descriptive
Topic - staff personnel
Population - principal (elementary, junior high, senior high)
Form - questionnaire, facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Crucial Problems in Educational Administration (CPEA)

Origin - local
Purpose - descriptive
Topic - professionalism
Population - superintendents
Form - questionnaire - beliefs, open choice
Validity - construct
Reliability - stability, test-retest
Scales - ordinal, interval, summated, Q sort

CSA Clinic on Organizational Climate (CSA)

Origin - local
Purpose - descriptive
Topic - role
Population - principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, standards, forced choice
Validity - face
Reliability - none stated
Scales - interval, summated

Current Practices in Extracurricular Activities (CPEA)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - principal (senior high)
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Curriculum Building in Alberta (CBA)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - directors of curriculum
Form - interview, structured, facts, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal

Differential Values Inventory (DVI)

Origin - commercial
Purpose - descriptive
Topic - values, attitudes
Population - students, teachers, principals, vice principals (senior high)
Form - questionnaire - facts, beliefs, feelings, standards, forced choice
Validity - construct
Reliability - stability, test-retest
Scales - nominal

Discipline and Non Discipline Cases (DNDC)

Origin - local
Purpose - descriptive
Topic - pupil personnel
Population - teachers (senior high)
Form - questionnaire - facts
Validity - face
Reliability - none stated
Scales - nominal

District Superintendent Leader Behavior Description Questionnaire (DSLB)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - principal, vice principal
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

The Educable Mentally Retarded (EMR)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - teachers school systems, department of education (elementary, junior high)
Form - questionnaire - facts, beliefs, feelings, open choice, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Education Profession Aspiration Scale (EPAS)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Education Profession Attitude Questionnaire (EPAQ)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - students (post secondary)
Form - questionnaire - facts, beliefs, feelings
Validity - face
Reliability - internal consistency, corrected split half
Scales - ordinal, summated

Education Student Attitude Inventory (ESAI)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - students (post secondary)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - stability, test-retest, internal consistency, corrected split half
Scales - nominal, ordinal, summated

Education Student Questionnaire (ESQ)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - staff personnel
Population - education students (post secondary)
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Effectiveness Rating Scale (ERS)

Origin - commercial
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Evaluation of Supervision (EOS)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - principal (elementary, junior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, differential

Expectations for the Behavior of Supervisors (EBS)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers, principals, supervisors (elementary)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated
Sub-scales - curriculum development, utilization of educational facilities, program improvement, inservice education, improvement of instruction, general consultation, coordination, staffing

Expectations on Certain Tasks in the Elementary Principalship in British Columbia (ETEP)

Origin - local
Purpose - descriptive
Topic - role
Population - principals, superintendents (elementary)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Expectations and Perceptions of Principals for the Role of the School Superintendent (PPRS)

Origin - local
Purpose - descriptive
Topic - role
Population - principal (elementary, junior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated
Sub-scales - instructional leadership, selection and management of staff, pupil personnel, school community leadership, provision and maintenance of school facilities, school transportation

Expectations and Perceptions for the Role of the Cooperating Teacher (PRCT)

Origin - local
Purpose - descriptive
Topic - role
Population - cooperating teachers, student teachers, faculty consultants (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - oridnal, summated
Sub-scales - directed observation, planned participation, guidance in planning, lesson presentation, evaluation

Expectations for Principal Leader Behavior (EPLB)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - test-retest, stability
Scales - ordinal, summated
Sub-scales - authority, personal, status, means-ends

Expectations of School Board Members for the Role of Supervising Principal (ERSP)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - principal, school board members
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal
Sub-scales - instructional leadership, selection and management of staff, management of pupil personnel, provision and maintenance of school facilities, school finance, administration organization and structure, public relations

Expectations of School Trustees for the Role of the District Superintendent of Schools (ERDS)

Origin - local
Purpose - descriptive
Topic- role
Population - trustees
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Expectations which Parents Hold for Elementary School Principals (EPEP)

Origin - local
Purpose - descriptive
Topic - school and community
Population - parents (elementary)
Form - questionnaire - beliefs, feelings, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - ordinal, summated
Sub-scales - tasks, staff program organization, discipline, communication, qualification

Extracurricular Activities (EA)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - students, teachers, parents (senior high)
Form - interview, structured, questionnaire - facts, beliefs, feelings, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Extracurricular Activities in Edmonton Junior High Schools (EAJH)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - teachers, principals, pupil, central office administration (junior high)
Form - structured interview, questionnaire - facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Extracurricular Programs of the Composite High Schools (EPCH)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - student, teacher, principal (senior high)
Form - questionnaire - interview, structured, facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Factors Associated with Failure (FAF)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - students (senior high)
Form - questionnaire - facts, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal summated
Sub-scales - attitude, confidence, interest, determination, future plans

Factors Related to Innovativeness (FRI)

Origin - local
Purpose - description
Topic - innovation
Population - teacher, principal (elementary, junior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - stability, test-retest, internal consistency, split half
Scales - ordinal, summated

Film Utilization (FU)

Origin - local
Purpose - descriptive
Topic - innovation
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Folk High Schools of Norway (FHSN)

Origin - local
Purpose - descriptive
Topic - organization
Population - selected heads of Folk schools, ministry of education officials
Form - interview, focused - facts, beliefs, feelings, present behavior, past behavior
Validity - face
Reliability - none stated

Four Selected Characteristics of Teachers (FSCT)

Origin - local
Purpose - study testing causal hypothesis
Topic - achievement
Population - principals (senior high)
Form - questionnaire - facts
Validity - face
Reliability - none stated
Scales - nominal

General Principal's Questionnaire (GPQ)

Origin - local
Purpose - descriptive
Topic - demographic
Population - principal (elementary)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal

General Teacher Questionnaire (GTQ)

Origin - local
Purpose - descriptive
Topic - demographic
Population - teachers (elementary)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Graduation Functions in Selected Alberta High Schools (GFHS)

Origin - local
Purpose - descriptive
Topic - pupil personnel
Population - principal (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Group Atmosphere Scale (GAS)

Origin - commercial
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers (senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, split half
Scales - nominal, ordinal, semantic differential, graphic

Group Dimensions Description Questionnaire (GDDQ)

Origin - commercial
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated
Sub-scales - autonomy, hedonic tone, participation, potency, viscidity, control, homogeneity, permeability, stability, flexibility, intimacy, polarization, stratification

Grouping Practices Questionnaire (GPQT)

Origin - adaptation
Purpose - descriptive
Topic - organization
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

High School Student Values Inventory (HSSV)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - students (senior high)
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - stability, test-retest
Scales - nominal, ordinal, cumulative

Home and School Meetings (HSM)

Origin - local
Purpose - descriptive
Topic - school, community
Population - teachers, principals, parents, French Catholic authorities (elementary, junior high, senior high)
Form - questionnaire - facts, present behavior, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

How I Feel About My School (HFMS)

Origin - commercial
Purpose - descriptive
Topic - values, attitudes
Population - students (senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - stability, test-retest, internal consistency, split half
Scales - ordinal, summated

Identification of Future School Dropouts (IOD)

Origin - local
Purpose - study testing causal hypothesis
Topic - pupil personnel
Population - former students (elementary)
Form - observation, student records, facts
Validity - face
Reliability - none stated
Scales - nominal

Innovativeness of Teachers (IOT)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - innovation
Population - teachers, principals (junior high)
Form - questionnaire - facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal

Innovation and the Principal (IATP)

Origin - local
Purpose - descriptive
Topic - innovation
Population - principal (elementary)
Form - questionnaire - facts, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Insurance Practices (IP)

Origin - local
Purpose - descriptive
Topic - school board
Population - secretary treasurer
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Instructional Innovation Study (IIS)

Origin - local
Purpose - descriptive
Topic - innovation
Population - superintendents
Form - questionnaire - facts, beliefs, present behavior, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Interaction Process Analysis (IPA)

Origin - commercial
Purpose - descriptive
Topic - role
Population - superintendents
Form - observation, structured
Validity - construct, face
Reliability - equivalence, alternate forms
Scales - nominal

Inter Divisional Conflict within a School (IDCS)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (senior high)
Form - interview, structured, unstructured - facts, beliefs, feelings, standards, present behavior, open choice
Validity - face
Reliability - none stated
Scales - nominal

Inter-Group Relations (IGR)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - students (junior high)
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice, open choice
Validity - construct
Reliability - internal consistency, split half
Scales - nominal, ordinal, summated
Sub-scales - attitude to the school, student relationship, student-teacher relationship, academic problems, parent attitudes, teacher attitudes

Interpersonal Relationships (IR)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - interview, beliefs, feelings, past behavior, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Keeler Scale for the Cohesiveness and Induction of Teaching Staffs (KSCI)

Origin - local
Purpose - study testing causal hypothesis
Topic - values, attitudes
Population - teachers (junior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, corrected split half
Scales - ordinal, summated

Leader Behavior Description Questionnaire (LBDQ)

Origin - commercial
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - present behavior, forced choice
Validity - pragmatic
Reliability - stability, test-retest, internal consistency, corrected split half
Scales - ordinal, itemized
Sub-scales - consideration, initiating structure

Leader Position Power and Task Structure (LPPT)

Origin - commercial
Purpose - descriptive
Topic - role
Population - teacher (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Leadership Expectations of the Principal as Perceived by Principals and Staff (LEP)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - teacher, principal (senior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, summated
Sub-scales - working with pupils, working with teachers, working with citizens

Leadership Opinion Questionnaire (LOQ)

Origin - commercial
Purpose - descriptive
Topic - role
Population - principal, vice principal (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, past behavior, forced choice
Validity - construct
Reliability - stability, test-retest
Scales - ordinal, summated
Sub-scales - initiating structure, consideration

Least Preferred Co-worker Ratings (LPCR)

Origin - commercial
Purpose - descriptive
Topic - staff personnel, satisfaction, morale
Population - principal (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings
Validity - face
Reliability - stability, test-retest, internal consistency, split half
Scales - ordinal, graphic

Level of Staff Commitment (LSC)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary)
Form - questionnaire - beliefs
Validity - face
Reliability - none stated
Scales - nominal

Library Survey (LS)

Origin - adaptation
Purpose - descriptive
Topic - curriculum, instruction
Population - superintendents, principals, librarians, teachers (senior high)
Form - questionnaire - facts, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Local Cosmopolitan Role Orientation and Organizational Characteristics (LCRO)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, standards, forced choice
Validity - face
Reliability - stability, test-retest
Scales - nominal, itemized, cumulative, summated

The Management of Internal School Funds (MISF)

Origin - local
Purpose - descriptive
Topic - organization
Population - principal (senior high)
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Maudsley Personality Inventory (MPI)

Origin - commercial
Purpose - descriptive
Topic - staff personnel
Population - student, teachers (post secondary)
Form - questionnaire
Validity - pragmatic, construct
Reliability - stability, test-retest, internal consistency, split half
Scales - nominal

Member Participation in the A.T.A. (MATA)

Origin - local
Purpose - descriptive
Topic - professionalism
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, standards, past behavior, forced choice
Validity - pragmatic
Reliability - stability, test-retest
Scales - nominal, ordinal, summated

Methods of Selection and Conditions of Employment of Provincially Appointed Superintendents (MSCE)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - superintendents, inspectors
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

Myers-Briggs Type Indicator (MBTI)

Origin - commercial
Purpose - descriptive
Topic- staff personnel
Population- teachers (junior high)

The New Principal and Organizational Change (NPOC)

Origin - local
Purpose - descriptive
Topic - innovation
Population - teacher, principal (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Organizational Authority Inventory (OAI)

Origin - adaptation
Purpose - descriptive
Topic - organization
Population - teachers (junior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, corrected split half

Organizational Climate Description Questionnaire (OCDQ)

Origin - commercial
Purpose - descriptive
Topic - organization
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, standards, forced choice
Validity - face
Reliability - none stated
Scales - interval, summated

Organizational Inventory (OI)

Origin - adaptation
Purpose - descriptive
Topic - organization
Population - teachers (junior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, corrected split half
Scales - ordinal, summated
Sub-scales - hierarchy of authority, division of labor, rules for incumbents, procedural specification, impersonality, technical competency

Organizational Structure (OS)

Origin - local
Purpose - descriptive
Topic - organization
Population - teachers (elementary)
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Orientation of New Teachers (ONT)

Origin - adaptation
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (elementary, junior high, senior high
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, itemized

Parent Teacher Conferences (PTC)

Origin - local
Purpose - descriptive
Topic - school and community
Population - parents, teachers, principals (elementary)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Participation of Community Groups in the Decision Making Process of School Boards (PCGD)

Origin - adaptation
Purpose - descriptive
Topic - school boards
Population - superintendents
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized
Sub-scales - general information, selection of school board members, liason with community groups, personal characteristics of school board members

Post Secondary Education Student Inventory (PSSI)

Origin - local
Purpose - descriptive
Topic - pupil personnel
Population - students (post secondary)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Preparation Needs of Superintendents (PNS)

Origin - local
Purpose - descriptive
Topic - professionalism
Population - superintendents, board chairmen
Form - group interview, structured, facts, beliefs, standards, forced choice, open choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, summated

Practices Employed by High School Principals in the Supervision of Instruction (PESI)

Origin - local
Purpose - descriptive
Topic - organization
Population - teachers (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Political Systems Analysis of an Urban School Board (PSAB)

Origin - local
Purpose - descriptive
Topic - school board
Population - principal, superintendent, supervisor
Form - structured interview, questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal graphic

Prestige of Educational Programs in Alberta Composite High Schools (PEPS)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - students, parents, teachers (senior high)
Form - questionnaire - beliefs
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Principals Associations (PA)

Origin - local
Purpose - descriptive
Topic - professionalism
Population - board chairmen, presidents of principals' associations
Form - questionnaire - beliefs, feelings, facts, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Principal Career Mobility Questionnaire (PCMQ)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - principal (junior high, senior high, elementary)
Form - questionnaire - facts, beliefs, past behavior
Validity - face
Reliability - stability, test-retest
Scales - ordinal, summated

Principals Evaluation Questionnaire (PEQ)

Origin - commercial
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high)
Form - questionnaire - beliefs, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, itemized

Principal Identification Study (PIS)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teacher, principal, vice principal, supervisor (elementary, junior high)
Form - questionnaire - facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal

Principals' Opinion of Innovation (POI)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - innovation
Population - principals (junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Principal Orientation Questionnaire (POQ)

Origin - adaptation
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - construct
Reliability - none stated
Scales - ordinal, summated

The Principal's Perception of the Division II Curriculum and the Extent of its Implementation (PPCI)

Origin - local
Purpose - descriptive
Topic - innovation
Population - principals (elementary)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

The Principal's Perception of His Role (PPR)

Origin - local
Purpose - descriptive
Topic - role
Population - principal (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated
Sub-scales - personal characteristics, work experience, education and training, situational factors, administrative tasks

The Principal as a Supervisor of Instruction (PSI)

Origin - local
Purpose - descriptive
Topic - role
Population- principal (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Principals' Work Load (PWL)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - principal (senior high)
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - stability, test-retest
Scales - nominal

Problems of First Year Teachers (PFYT)

Origin - adaptation
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, graphic

Procedures and Criteria Used in Selecting Administrative Personnel (PCSP)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - superintendent, principals, vice principals
(elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice,
open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized, summated

The Process of Curriculum Planning and Development (PCPD)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - directors of curriculum
Form - questionnaire - facts, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Professional Role Orientation Scale (PROS)

Origin - commercial
Purpose - descriptive
Topic - professionalism
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - pragmatic, face
Reliability - internal consistency, corrected split half
Scales - ordinal, summated
Sub-scales - knowledge, service, core-organization, colleagues, profession, student autonomy, dimensions of professionalism

Programs for Gifted Youth (PGY)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - principals, guidance coordinator, teacher, student (senior high)
Form - questionnaire - interview, facts, beliefs, feelings, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Public Information Survey (PIS)

Origin - local
Purpose - descriptive
Topic - school and community
Population - public
Form - questionnaire - facts, beliefs
Validity - face
Reliability - internal consistency, corrected split half
Scales - nominal

Public Support of Private Schools (PSPS)

Origin - adaptation
Purpose - descriptive
Topics - school, community
Population - principal, superintendent (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Pupil Attitude Questionnaire (PAQ)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - student (senior high)
Form - questionnaire - beliefs, feelings, standards, present behavior, past behavior, forced choice
Validity - pragmatic, construct, face
Reliability - stability, test-retest
Scales - ordinal, summated
Sub-scales - powerlessness, self estrangement, normlessness, meaninglessness, isolation

Pupil Mobility (PM)

Origin - local
Purpose - descriptive
Topic - pupil personnel
Population - parents (elementary)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal

Purchasing Procedures (PP)

Origin - adaptation
Purpose - descriptive
Topic - school boards
Population - purchasing officials
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, corrected split half
Scales - nominal

Questionnaire for Teachers Newly Arrived in Alberta (TNAA)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - new immigrant teachers (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - ordinal, summated, Q sort
Sub-scales - teacher data, adjustment problems, help needed, orientation practices

Rate of Return on Investment in Graduate Studies (RIGS)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - graduates in Educational Administration (post secondary)
Form - questionnaire - facts, open choice
Validity - face
Reliability - none stated
Scales - nominal

The Relationship Between Value Orientations and the Characteristics of Primary and Secondary Groups (RVOC)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - students (junior high)
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice, open choice
Validity - construct, face
Reliability - stability, test-retest
Scales - nominal, ordinal, cumulative, itemized

The Role of the Assistant Superintendent in Alberta (RASA)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - assistant superintendents
Form - interview, structured, facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal, ordinal

The Role of the Coordinator (RC)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers, principals, supervisor (junior high)
Form - questionnaire - beliefs, feelings
Validity - face
Reliability - none stated
Scales - ordinal, summated

The Role of the Directeur General (RDG)

Origin - local
Purpose - descriptive
Topic - role
Population - school board chairmen
Form - questionnaire - beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal, summated

Role Expectations for the Principalship (REP)

Origin - local
Purpose - descriptive
Topic - role
Population - principals, teachers (elementary, junior high)
Form - questionnaire - beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal, summated

Role and Function of Superintendents (RFS)

Origin - local
Purpose - descriptive
Topic - role
Population - superintendents
Form - questionnaire - interview, facts, present behavior, feelings, beliefs, standards, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Role of Head Teacher in British Columbia (RHT)

Origin - local
Purpose - descriptive
Topic - role
Population - teacher, principal (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Role of the Principal (RP)

Origin - local
Purpose - descriptive
Topic - role
Population - superintendent (elementary, junior high, senior high)
Form - interview, structured, beliefs, feelings, open choice
Validity - face
Reliability - none stated
Scales - interval, summated

Role of Rural and Urban Principals (RRUP)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers, parents (senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, differential
Sub-scales - school community relations, staff personnel relations, pupil personnel relations, managerial relations

Role of Selected Deputy Ministers of Education (RSDM)

Origin - local
Purpose - descriptive
Topic - role
Population - deputy ministers
Form - interview, structured, facts, beliefs, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

The Role of the Superintendent (RS)

Origin - local
Purpose - descriptive
Topic - role
Population - superintendents
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

The Role of the Supervising Inspector (RSI)

Origin - local
Purpose - descriptive
Topic - role
Population - supervising inspectors
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

School Board Bursaries in Alberta (SBBA)

Origin - local
Purpose - descriptive
Topic - school board
Population - superintendents, student recipients
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

School Board Decisions (SBD)

Origin - adaptation
Purpose - descriptive
Topic - school boards
Population - reference to school board records
Form - decision classification form

School Board and Community Influentials (SBCI)

Origin - local
Purpose - descriptive
Topic - school board
Population - superintendent, secretary treasurer, board members, others
Form - interview, facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

School Board Operation (SBO)

Origin - local
Purpose - descriptive
Topic - school board
Population - superintendent
Form - interview, structured, facts
Validity - face
Reliability - none stated
Scales - nominal

School Board Study (SBS)

Origin - local
Purpose - descriptive
Topic - school boards
Population - school board members, chairmen, superintendents, secretary treasurer
Form - unstructured observation, questionnaire, facts, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

School Bureaucratic Index (SBI)

Origin - commercial
Purpose - descriptive
Topic - organization
Population - teachers (senior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, summated
Sub-scales - controls, sanctions, formality, rules and regulations, routines, other

School Division and District Organization (SDDO)

Origin - local
Purpose - descriptive
Topic - demographic, innovation
Population - teachers, inspectors, secretary treasurers, department of education (elementary, junior high, senior high)
Form - questionnaire - facts, forced choice, open choice
Validity - none stated
Reliability - none stated
Scales - nominal

School Division Secretaries (SDS)

Origin - local
Purpose - descriptive
Topic - role
Population - school division secretaries
Form - questionnaire - facts, beliefs, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

School Library Facilities and Services (SLFS)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - librarians (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

School Organizational Inventory (SOI)

Origin - commercial
Purpose - descriptive
Topic - values, attitudes
Population - teachers (senior high)
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice
Validity - face
Reliability - internal consistency, split half
Scales - nominal

School Organizational Questionnaire (SOQ)

Origin - adaptation
Purpose - descriptive
Topic - demographic, organization
Population - teachers, principals, vice principals, secretaries (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

School Policy Handbooks (SPH)

Origin - local
Purpose - descriptive
Topic - school board
Population - principal, superintendent, school board members, secretary treasurers
Form - interview, facts, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal

School Program Provisions for Enrichment (SPPE)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - teachers (elementary)
Form - interview, structured, facts. beliefs, feelings, open choice
Validity - face
Reliability - none stated
Scales - nominal

School Social Organization Questionnaire (SSOQ)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high)
Form - questionnaire - feelings, forced choice
Validity - face
Reliability - stability, test-retest
Scales - ordinal, itemized

Selection Practices Survey (SPS)

Origin - local
Purpose - descriptive
Topic - organization, curriculum, instruction
Population - principal (junior high)
Form - questionnaire - standards, beliefs, present behavior, past behavior, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Six Point Rating Scale (SPRS)

Origin - local
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, graphic

Sociometric Questionnaire (SQ)

Origin - local
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - feelings
Validity - face
Reliability - none stated
Scales - nominal

Staff Climate Ratings (SCR)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - principal (elementary)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, graphic

The Status of the Vice Principal (SVP)

Origin - local
Purpose - descriptive
Topic - role
Population - principal, vice principal, superintendent (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, open choice
Validity - face
Reliability - none stated
Scales - nominal

Status and Role of the Vice Principal (SRVP)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - superintendent, principal, vice principal (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Student Adult Attitudes Towards the Technical Electives (ATTE)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - parent, students, teachers (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Student's Biographical Index (SBI)

Origin - adaptation
Purpose - descriptive
Topic - satisfaction, morale
Population - student teachers (post secondary)
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice
Validity - pragmatic, construct
Reliability - internal consistency, corrected split half
Scales - nominal

Student Location Record (SLR)

Origin - local
Purpose - descriptive
Topic - achievement
Population - student (junior high)
Form - questionnaire - facts, open choice, closed choice
Validity - face
Reliability - none stated

Student Selection Practices (SSP)

Origin - local
Purpose - descriptive
Topic - organization
Population - principals (senior high)
Form - interview, structured, facts, beliefs, present behavior
Validity - face
Reliability - none stated
Scales - nominal

Student Teaching Progress Report (STPR)

Origin - local
Purpose - descriptive
Topic - achievement
Population - cooperating teacher (elementary, junior high, senior high)
Form - observation, structured, beliefs, feelings, standards present behavior
Validity - face
Reliability - none stated
Scales - nominal

A Study of the Operation of School Boards (SOSB)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - superintendent
Form - questionnaire - facts, beliefs, feelings, standards, present behavior, past behavior, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

A Study of the Operation of School Boards in Newfoundland (SBON)

Origin - local
Purpose - descriptive
Topic - school board
Population - board chairmen
Form - questionnaire - facts
Validity - face
Reliability - none stated
Scales - nominal

Supervisory Assistance as Perceived by Beginning Teachers (SABT)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals, supervisors, (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - interval, differential
Sub-scales - community and role adjustment, school orientation, subject matter, classroom clerical, general

Supervisory Needs (SN)

Origin - local
Purpose - descriptive
Topic - organization
Population - teachers, principals, vice principals (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, summated

A Survey of Attitudes of Principals and Teachers (SAPT)

Origin - adaptation
Purpose - descriptive
Topic - organization, satisfaction, morale, role, demographic
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - pragmatic, construct, face
Reliability - stability, test-retest, internal consistency, split half
Scales - nominal, ordinal
Sub-scales - conventionalism, authoritarian, submission authoritarian, aggression, power, toughness

Survey of Alberta Teacher Force (SATF)

Origin - adaptation
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - facts
Validity - face
Reliability - none stated
Scales - nominal

A System Analysis of Structure and Organization in Education (SASO)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - achievement
Population - principals, teachers, pupils (junior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, summated

Tasks of Public Education (TPE)

Origin - commercial
Purpose - descriptive
Topic - role
Population - principal (senior high)
Form - questionnaire - facts, beliefs, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Tasks of Saskatchewan Supervisory Assistants (TSSA)

Origin - adaptation
Purpose - descriptive
Topic - role
Population - teachers, principals, superintendents, board chairmen, supervisory assistants
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated
Sub-scales - instructional leadership, staff personnel, pupil personnel, school community leadership, organization and structure, administration and professional relationships

Task Structure Scales (TSS)

Origin - local
Purpose - descriptive
Topic - organization
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings
Validity - face
Reliability - none stated
Scales - ordinal, graphic

Teacher Attitude Questionnaire (TAQ)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - teachers (elementary)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, itemized

Teacher Attitude Check List (TACL)

Origin - local
Purpose - descriptive
Topic - values, attitudes
Population - teachers, principals (elementary, junior high, senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Teacher Background Information (TBI)

Origin - local
Purpose - descriptive
Topic - demographic
Population - teachers (elementary, junior high)
Form - questionnaire - facts, open choice
Validity - face
Reliability - none stated
Scales - nominal

Teachers' Check List of Factors Productive of Satisfaction or Dissatisfaction in the Teaching Profession (TSDP)

Origin - adaptation
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Teacher Opinion Questionnaire (TOQ)

Origin - adaptation
Purpose- descriptive
Topic - staff personnel
Population - teachers (elementary, junior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - construct, face
Reliability - internal consistency, split half, corrected
Scales - ordinal, summated
Sub-scales - client orientation, colleague orientation, orientation to competence, orientation to decision making

Teacher Leader Behavior Description Questionnaire (TLBD)

Origin - adaptation
Purpose - study testing causal hypothesis
Topic - achievement
Population - student, teacher, principal (junior high)
Form - observation, structured, present behavior
Validity - face
Reliability - none stated
Sub-scales - consideration, initiating structure

Teacher Mobility Questionnaire (TMQ)

Origin - adaptation
Purpose - descriptive
Topic - staff personnel
Population - teachers (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

Teacher Placement Practices (TPP)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teacher (elementary, junior high, senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, itemized

Teacher Role Attitudes (TRA)

Origin - local
Purpose - descriptive
Topic - role
Population - teachers (junior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal, summated

Teacher Satisfaction Questionnaire (TSQ)

Origin - commercial
Purpose - descriptive
Topic - values, attitudes
Population - teachers (elementary)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, split half
Scales - ordinal, summated

Teacher Satisfaction Scale (TSS)

Origin - commercial
Purpose - descriptive
Topic - satisfaction, morale
Population - teachers (elementary)
Form - questionnaire - beliefs, feelings
Validity - face
Reliability - none stated
Scales - interval, summated

Teacher Time Utilization (TTU)

Origin - local
Purpose - descriptive
Topic - organization
Population - teachers (elementary)
Form - questionnaire, observation, facts
Validity - face
Reliability - none stated
Scales - nominal

Teacher - Trustee Relationships (TTR)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers, trustees
Form - questionnaire - beliefs
Validity - face
Reliability - none stated
Scales - nominal, summated

Teacher's Work Load (TWL)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - teachers, principals (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal

Teacher World View Opinionnaire (TWVO)

Origin - commercial
Purpose - descriptive
Topic - values, attitudes
Population - teachers (elementary)
Form - questionnaire - beliefs, feelings, forced choice
Validity - face
Reliability - internal consistency, split half
Scales - ordinal, summated
Sub-scales - dogmatic, satisfaction, need for autonomy, perceived fulfillment of autonomy need, need deficiency

Teacherages as a Factor in the Retention of Administrative Staff (TFRA)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - superintendents, secretary treasurers, principals, vice principals
Form - interview, questionnaire, facts, beliefs, feelings
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Team Teaching Questionnaire (TTQ)

Origin - local
Purpose - descriptive
Topic - curriculum, instruction
Population - principal (elementary, junior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, itemized

Time Allocation and Scheduling Practices (TASP)

Origin - local
Purpose - descriptive
Topic - organization
Population - principal (junior high)
Form - questionnaire - facts, forced choice
Validity - face
Reliability - none stated
Scales - nominal

The Urban Assistant Principal (UAP)

Origin - local
Purpose - descriptive
Topic - role
Population - principal, assistant principal (elementary, junior high)
Form - questionnaire - facts, beliefs, feelings, present behavior, forced choice
Validity - face
Reliability - stability, test-retest
Scales - nominal, ordinal, summated

Values Held by High School Students and Teachers (VHST)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population - students, teachers (senior high)
Form - questionnaire - beliefs, feelings, forced choice
Validity - construct
Reliability - stability, test-retest
Scales - nominal

Value Orientations in an Alberta Indian Community (VOAI)

Origin - adaptation
Purpose - descriptive
Topic - values, attitudes
Population--parents, teachers, principals, students (elementary, junior high, senior high)
Form - questionnaire - interview, beliefs, feelings
Validity - face
Reliability - none stated
Scales - ordinal

Vocational Selection and Situational Variables (VSSV)

Origin - adaptation
Purpose - descriptive
Topic - pupil personnel
Population - students (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice
Validity - face
Reliability - none stated
Scales - ordinal

The Watson-Glaser Critical Thinking Appraisal (WGCT) Form YM

Origin - commercial
Purpose - study testing causal hypothesis
Topic - intelligence
Population - student (senior high)
Form - questionnaire - beliefs
Validity - construct
Reliability - internal consistency, corrected split half
Scales - interval, cumulative

What Do Parents Want to Know About Their Children (WPWK)

Origin - local
Purpose - descriptive
Topic - school, community
Population - parents
Form - interview, unstructured, questionnaire - facts, beliefs, feelings, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal

Work Load Questionnaire (WLQ)

Origin - local
Purpose - descriptive
Topic - staff personnel
Population - Physical Education teachers (senior high)
Form - questionnaire - facts, beliefs, feelings, forced choice, open choice
Validity - face
Reliability - none stated
Scales - nominal, ordinal, summated

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